DOCUMENT RESUME

ED 318 839 AA 001 201

Resources in Education (RIE). Volume 25, Number 10.
ARC Professional Services Group, Rockville, MD. Information Systems Div.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Rockville, MD.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 90
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $66.00 (Domestic), $82.50 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 318 840 CE 053 216

Galagan, Patricia A.
Training America. Learning to Work for the 21st Century.
American Society for Training and Development, Alexandria, VA.
PUB DATE- 89
NOTE- 21p.; Photographs will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Improvement; Educational Needs; *Educational Policy; *Education Work Relationship; *Futures (of Society); *Job Training; *Labor Force Development; Lifelong Learning; Policy Formation; Postsecondary Education; *Public Policy; Secondary Education

In an era when competitive advantage is fleeting, change is constant, and the whole globe is business' arena, the United States needs to change its educational system as well as its perspective on education and work. Most thinking about how to educate people for work, whether in school or elsewhere, is as outdated as an old-fashioned assembly line. Job-related training and education bear directly on individual opportunity and on the competitiveness of U.S. employers. Even though U.S. employers spend $30 billion a year on formal training, this is only enough to train 10 percent of employees. Job-related training and education are unevenly distributed among the population, with managers and professionals getting a bigger share than other types of workers, and the college-bound getting a bigger share than other types of students. For the 1990s, the work force must be equipped to learn; prepared for change; prepared to apply new technology; competent, skilled, motivated, and fulfilled; and valued, developed, and renowned as a national resource. The American Society for Training and Development adds its voice to many raised in concern for the potential of the U.S. work force. The society supports work-related learning as a lifetime undertaking and makes recommendations to educators, employers, and legislators. (KC)

ED 318 841 CE 053 600

Briggs, Halaine-Sherin, Ed.
Report on the United Nations World Assembly on Aging. Based on a Follow-Up Conference (Tampa, Florida, December 7, 1983).

International Exchange Center on Gerontology, Tampa, FL.
PUB DATE- 84
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- *Aging (Individuals); Developed Nations; Developing Nations; Foreign Countries; *Gerontology; *Older Adults; *Planning
IDENTIFIERS- *United Nations World Assembly on Aging

This document reports the proceedings of a United Nations World Assembly on Aging follow-up conference. Presented are the following: "International Exchange Center on Gerontology: The Organization and Its Mission"; "Preface" (Sheppard); "Welcoming Telegram" (Shuman); "Overview of the World Assembly on Aging" (McDonald); "The Aging World" (Oriol); "The International Action Plan on Aging" (McDonald); "The World Assembly's Action Plan on Aging" (Oriol); "United Nations Response to the World Assembly" (McDonald); "United States Response to the World Assembly" (Oriol); and "Epilogue" (Sheppard). (KC)

ED 318 842 CE 053 601

Mullins, Larry C., Ed.; Tucker, Richard D., Ed.
Snowbirds in the Sun Belt: Older Canadians in Florida.
International Exchange Center on Gerontology, Tampa, FL.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).; Toronto Univ. (Ontario).
PUB DATE- 85
NOTE- 128p.; Also funded by the Canadian Embassy.
AVAILABLE FROM- International Exchange Center for Gerontology, University of South Florida, Box 3208, Tampa, FL 33620 ($15.95).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Demography; Health Services; Housing; *Migrants; *Migration; *Migration Patterns; *Older Adults; Residential Patterns; *Retirement
IDENTIFIERS- *Canadians; *Florida; Seasonal Migration

The six chapters of this book explore various issues concerning the annual migration of older Canadians to Florida. The study is based on a survey, of 4,500 subscribers to "Canada News" in Florida, that received 2,731 responses. Among the issues examined are the following: (1) where older Canadians are living in Florida; (2) the demographics of this population by area of settlement; (3) the migration patterns of this population; (4) housing arrangements; (5) how illness and other crises affect seasonal migration; (6) how Canadians who spend their lives in two different political systems use the two health care systems; (7) what social services are used by older Canadian seasonal migrants to Florida; and (8) how formal and informal social support systems are developed and modified to accommodate the needs specific to seasonal migrants. The chapters and writers are as follows: "Research Methodology" (Tucker, Mullins, Longino, Marshall); "Descriptive Overview of Older Anglophone Canadians in Florida" (Tucker, Marshall); "On the Nesting of Snowbirds: Canadian-Born Residents of the United States" (Longino); "Health Care Utilization of Canadian Snowbirds: An Example of Strategic Planning" (Marshall, Longino); "Health Concerns as a Deterrent to Seasonal Migration of Elderly Canadians" (Daciuk, Marshall); "An Examination of Loneliness among Elderly Canadian Seasonal Migrants in Florida" (Mullins); and "Remarks" (Wigdor). A list of 92 references is followed by the questionnaire on health care issues for older Canadians in Florida and a paper titled "Solicitation of Letters to Supplement Mailed Survey Data" (Marshall, Tucker, Mullins, Longino). (KC)

ED 318 843 CE 053 603

Davies, Bleddyn
Improving Efficiency in the Delivery of Services to the Aged in Great Britain.
International Exchange Center on Gerontology, Tampa, FL.
PUB DATE- 85
NOTE- 27p.
AVAILABLE FROM- International Exchange Center for Gerontology, University of South Florida, Box 3208, Tampa, FL 33620 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Aging (Individuals); Foreign Countries; *Models; *Older Adults; *Program Improvement; Retirement; Retirement Benefits; Social Responsibility; *Social Services; Social Support Groups; Social Work
IDENTIFIERS- *Great Britain

An analysis of the response of British health, social care, and housing agencies to the needs of the elderly was conducted. The purpose of the study was to determine how the British are improving their services to meet the needs of the rapidly increasing population of the elderly in an era of slow growth of public spending. The analysis showed the presence of some types of innovation particularly suited to improve efficiency: (1) more intensive inputs of home care delivered at more appropriate times; (2) plans organized by social service departments using social workers to undertake some of the core tasks of case management and organize more intensive care, targeted at those at high risk of admission to institutions for long-term care; (3) neighborhood-based care plans intended to increase the degree of horizontal target efficiency of the care system and reach some types of clients with severe needs; and (4) plans involving the collaboration of housing with social care agencies to combine shelter with support. Most such efforts, however, are local in scope and fragmentary in effect, not parts of a clearly articulated plan. What is now needed is greater clarity in the analysis of the main sources of inefficiency and models that relate service policy and arrangements directly to these sources of inefficiency. One such model, the "community care approach," developed at the Personal Social Services Research Unit in collaboration with various British agencies, creates incentives to clients, caregivers, and workers who manage the allocation of services to improve efficiency. Early evaluation of applications of this model shows a halving of the possibility of entering long-term care homes and improvement in recipients' quality of life. (KC)

ED 318 844 CE 053 604

Guillemard, Anne-Marie
Old Age Policy in France.
International Exchange Center on Gerontology, Tampa, FL.
PUB DATE- 85
NOTE- 29p.
AVAILABLE FROM- International Exchange Center for Gerontology, University of South Florida, Box 3208, Tampa, FL 33620 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Aging (Individuals); Foreign Countries; Futures (of Society); Government Role; *Older Adults; *Policy Formation; *Public Policy; Retirement; *Retirement Benefits; *Social Responsibility; Social Services; Social Support Groups
IDENTIFIERS- *France

Old-age policy in France has evolved historically in three critical dimensions that also correspond generally to post-World War II developments in France: the right to retirement (pensions); improved living conditions (e.g., autonomy, housing); and continued participation in the labor force. The last focus is currently a controversial one, given the high unemployment France is facing. Two fundamentally different systems of action have spawned these policies. One system sees social policy as compromises proposed by the state in disputes between labor and management. The other system of action sees social policy as the result of the dialectical relations between the state's administration and society. The present crisis, both of old-age policies and of the welfare state, represents a crisis of the rationale behind social interventions. Moreover, the contradictory nature of public interventions has blurred the very meaning of old age. Therefore, the very policies that have played a fundamental role in making old age a coherent and autonomous category are now breaking down the boundaries of this category. This breaking down of the category of aged persons might lead to the development of other ways of managing the relationships between old age and society. (KC)

ED 318 845 CE 053 605

Nussbaum, Leo L.
Support Services for the Aged in Switzerland.
International Exchange Center on Gerontology, Tampa, FL.
PUB DATE- 85
NOTE- 26p.
AVAILABLE FROM- International Exchange Center for Gerontology,
University of South Florida, Box 3208, Tampa, FL 33620 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Foreign Countries; *Older Adults; Personnel Policy;
*Public Policy; *Retirement; *Retirement Benefits; *Social
Responsibility; *Social Services; Social Support Groups
IDENTIFIERS- *Switzerland

Like most Western countries, Switzerland experienced an increased birth rate following World War II, followed by decades of slower growth. However, the number of those over 65 will have increased five-fold during the 20th century, and the number of those over 80 will have increased ten-fold. Thus, there is a smaller number of young people to support an aging population. With a growing number of elderly persons, Switzerland has striven to establish sound policies and practices at all levels. A comprehensive old-age policy began in 1947, with adoption of Old Age Insurance. However, the Swiss have realized that providing for old age involves more than money. It involves making life attractive to the elderly and necessitates providing services during health as well as during illness. It involves society's attitude toward the elderly and their integration in the population. A comprehensive approach was begun in 1966 through the publication of the report "Old Age in Switzerland." This document expressed the needs for more than pensions for older persons. It recognized the need for improved social services, more retirement and nursing homes, and additional geriatric medical services. With the population of the aged increasing rapidly, however, the magnitude of the challenge is formidable even for the frugal Swiss. It will require cooperation at all levels of government, the family, and the private sector to meet the growing needs of the elderly. (KC)

ED 318 846 CE 053 606

Berglind, Hans
Growing Old in Sweden.
International Exchange Center on Gerontology, Tampa, FL.
PUB DATE- 85
NOTE- 53p.
AVAILABLE FROM- International Exchange Center on Gerontology, University of South Florida, P.O. Box 3208, Tampa, FL 33620 ($6.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Foreign Countries; *Fringe Benefits; *Gerontology; Labor Force; Older Adults; Reentry Workers; *Retirement; *Retirement Benefits
IDENTIFIERS- *Older Workers; *Sweden

This document contains the bases of lectures delivered in Florida by a visiting Stockholm University sociology professor. The first chapter, "Growing Old in Sweden," includes information on the income, standard of living, and quality of services available to the elderly in that country. That information is presented within the changing context of the responsibilities of family, community, and state. A six-item bibliography accompanies the first chapter. The second chapter, "Older Workers and the Labor Market in Sweden" addresses older workers and the labor market. Special attention is given to the contrasting trends in labor force participation rates between male and female adults, the issue of what explains variations in early retirement rates, and governmental policies that impinge on older adults' labor force participation and their "decision" to retire early. This chapter includes six references. The third chapter, "Pension Policy in Sweden," explains the pension policy and summarizes its history and recent evolution. Among the issues discussed is the affordability of adequate pension benefits at a time of challenging demographic and economic developments. Six references are included in the third chapter. (CML)

ED 318 847 CE 053 638

Lipman, Aaron; And Others
Crime and the Elderly. A Report of the Crime Task Force.
International Exchange Center on Gerontology, Tampa, FL.

PUB DATE- 85
NOTE- 123p.
AVAILABLE FROM- International Exchange Center on Gerontology, University of South Florida, P.O. Box 3208, Tampa, FL 33620 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Aging (Individuals); Community Programs; *Crime; Crime Prevention; *Criminals; *Criminology; Elder Abuse; Family Violence; Law Enforcement; *Older Adults; Police Community Relationship; Social Psychology; Social Responsibility; Social Services; Vandalism; *Victims of Crime; *Violence

The purpose of this document is to perform a comprehensive examination of the controversies and contradictions surrounding the issue of crime and the elderly, based on analysis of National Crime Survey data for 1973-1980. Chapter 1 introduces the study of crime and the elderly, describing the controversy that exists regarding the elderly and their liklihood of being victimized by crime in the United States. The second chapter describes such criminal victimization of the elderly, including issues surrounding its study, the types of crimes committed, patterns of victimization, ages involved, sex and race of victims, and circumstances surrounding the crimes. Chapter 3 describes the economic, physical, psychological, and social consequences of crimes against the elderly. Chapter 4 addresses the fear of crime maintained by the elderly. Programs to assist the elderly in reducing unreasonable fear of crime, preventing crime, and coping with crime are the subjects of Chapter 5. Chapter 6 addresses elderly criminals, considering who they are, what crimes they commit, why they commit them, and how they fare in prison. The last two chapters provide research, policy, and program recommendations. An appendix includes 16 figures and 25 data tables. (CML)

ED 318 848 CE 053 639

Liang, Jersey; And Others
Chinese Perspectives on Aging in the People's Republic of China.
International Exchange Center on Gerontology, Tampa, FL.
PUB DATE- 85
NOTE- 50p.
AVAILABLE FROM- International Exchange Center on Gerontology, University of South Florida, P.O. Box 3208, Tampa, FL 33620 ($6.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTORS- Adult Development; Aging (Individuals); *Aging Education; Community Services; Developmental Stages; *Family Relationship; Family Structure; Foreign Countries; Frail Elderly; Geriatrics; *Gerontology; Midlife Transitions; *Older Adults; Retirement; *Retirement Benefits; Social Agencies; Social Planning; Social Responsibility; *Social Services; Social Structure
IDENTIFIERS- *China

This document consists of the following three papers: (1) "Aging in the People's Republic of China" (Liang), including a 22-item bibliography; (2) "The Reform of China's Social Security System for the Elderly" (Chuanyi); and (3) "Developing Research on Aging in China" (Jihui). The first paper briefly outlines the history of gerontology in China, describes characteristics of the older Chinese population, explains population aging, describes old age support in both rural and urban areas, describes nonfamily provision for the elderly, and expresses concerns for the elderly Chinese of the future. The second paper considers the part in China's 2,000-year-old tradition played by family structure and respect for the elderly, describes the Chinese retirement system,

explains reforms being considered for the retirement and insurance systems, lists activities in which the elderly are being encouraged to engage, mentions a university set up exclusively for the aged, recommends traditional exercises to help the elderly become healthier, and discusses types of activities that can be devised to make the life of the elderly more enjoyable. The third paper describes the Chinese response to the social problems posed by the elderly, explains the important role and the characteristics of the elderly, and discusses problems yet to be solved. Among them are elderly support, widowhood support, management of retirees, improvement of the social service for the elderly, and keeping up the moral standard. (CML)

ED 318 849 CE 053 640

Sundstrom, Gerdt
Community Care of the Aged in Scandinavia.
International Exchange Center on Gerontology, Tampa, FL.
PUB DATE- 85
NOTE- 54p.
AVAILABLE FROM- International Exchange Center on Gerontology, University of South Florida, P.O. Box 3208, Tampa, FL 33620 ($6.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Children; Aging (Individuals); Community Services; *Family Caregivers; *Family Relationship; Family Structure; Foreign Countries; *Gerontology; Homebound; Home Health Aides; Older Adults; Retirement; Social Action; Social Agencies; Social Isolation; Social Planning; *Social Responsibility; *Social Services; Social Structure
IDENTIFIERS- *Scandinavia

This document describes the situation of people 65 years and older in Denmark, Finland, Norway, and Sweden. There is growing concern in the Scandinavian countries with provision for the elderly in the future and the feeling that government involvement may not be as great in the future as it has been in the past. The growth of formal care, the changing family structure, and the relationship between formal and informal care of the elderly are addressed. Support to families who are providing care for their own elderly members is cited, and the use of home help as an example of formal care is discussed. Fifty-six references are listed, and the document concludes with an appendix that details the statistical variables used in a study on the use of home help among the aged reported in the document. (CML)

ED 318 850 CE 053 643

Mullins, Larry C., Ed.; Sheppard, Harold L., Ed.
Discussions about Aging: Sweden and the United States.
International Exchange Center on Gerontology, Tampa, FL.
PUB DATE- 87
NOTE- 73p.; Workshop sponsored by the School of Social Work, Stockholm University; the Federation of Workers' Union, Sweden; and the International Exchange Center on Gerontology (Stockholm, Sweden, May 1985). Swedish title given as: Omsorg on Gamla: Sverige och U.S.A.
AVAILABLE FROM- International Exchange Center on Gerontology, University of South Florida, P.O. Box 3208, Tampa, FL 33620 ($4.25).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aging (Individuals); Aging Education; Community Services; Comparative Analysis; *Cross Cultural Studies; Family Relationship; Family Structure; Foreign Countries; Frail Elderly; Geriatrics; *Gerontology; International Studies; Midlife Transitions; Older Adults; *Retirement; Retirement Benefits; Social Agencies; *Social Services; Social Structure
IDENTIFIERS- Older Workers; *Sweden; *United States

This document contains papers delivered at a conference designed to highlight similarities and differences in the situation of the elderly in Sweden and in the United States. The papers are: (1) "Aging and Work" (Sheppard, Berglind); (2) "Services to the Elderly: An Emphasis on the United States" (Hokenstad); (3) "Notes on Services to the Aged in the United States and Sweden" (Sundstrom); (4) "Formal and Informal Support of the Elderly: Selected American Cultural Values and Social Welfare Policy" (Mullins); and (5) "Caring for the Elderly in Sweden and the United States" (Thoreus-Olsson). (CML)

ED 318 851 CE 053 645

Kohli, Martin
New Patterns of Transition to Retirement in West Germany.
International Exchange Center on Gerontology, Tampa, FL.
PUB DATE- May 88
NOTE- 25p.
AVAILABLE FROM- International Exchange Center on Gerontology, University of South Florida, P.O. Box 3208, Tampa, FL 33620 ($4.95).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Discrimination; Compensation (Remuneration); *Early Retirement; Employer Employee Relationship; Employment Practices; Foreign Countries; Fringe Benefits; Gerontology; Government Role; Income; Labor Force Nonparticipants; Middle Aged Adults; *Midlife Transitions; Older Adults; Personnel Policy; Preretirement Education; Reduction in Force; *Retirement; *Retirement Benefits; *Work Life Expectancy
IDENTIFIERS- *West Germany

This document, examining transition to retirement from a sociological perspective, consists of four sections and a 14-item bibliography. The first section traces the evolution of West German retirement from what was considered a new phenomenon into what is now commonly assumed to be a normal or even natural life stage. The second section discusses the recent changes (earlier eligibility for pensions, a shortage of jobs and concomitant increase in disability pensions, and new preretirement programs aimed at bridging the gap between early exit from work and entry into the pension system) that have moved the time of exit from the work force to an earlier and earlier age for many West Germans. The third section examines the preretirement program. The fourth section examines the consequences of these changing retirement patterns in West Germany. Among those consequences are that the age of retirement cannot continue to come earlier and earlier; retirement becomes less and less associated with the concept of "old age"; financial and other planning must become more individualized as people retire earlier; and in the year 2030, contributions to the West German pension system as currently set up would require about 35 percent of personal incomes. (CML)

ED 318 852 CE 053 967

Bhola, H. S.
World Trends and Issues in Adult Education. Educational Science Series?
International Bureau of Education, Geneva (Switzerland).
REPORT NO.- ISBN-1-85302-030-3
PUB DATE- 89
NOTE- 177p.
AVAILABLE FROM- Taylor and Francis, 1900 Frost Road, Suite 101, Bristol, PA 19007 ($21.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Adult Educators; *Comparative Education; Continuing Education; Curriculum Development; Developed Nations; Developing Nations; Educational Policy; Foreign Countries; *Lifelong Learning; Program Development; Program Evaluation; Teacher Education Programs; Teaching Methods

Addressed to politicians and policy makers who allocate resources among competing programs of education and extension, practitioners who make day-to-day program decisions, and the scholarly community, this document on trends and issues in adult education around the globe consists of 14 chapters, each with notes and references. The purpose, structure, and methodology of the book are defined first. Chapter 2 discusses the evolution of concepts and definitions of adult education. The next chapter addresses the philosophy and ideology of adult education. Chapter 4 provides the history of theory and research in adult education aimed toward professionalization. In chapter 5 are discussed the history and theory of policy, planning, and programming in adult education processes and substance. Chapter 6 describes institutional innovations in the organization of adult education from the local to the global level. Chapter 7 discusses social mobilization and the social marketing of adult education. The eighth chapter identifies curriculum content, constituencies, and providers of adult education. Chapters 9 and 10 describe the methodology, media, and materials of adult education. The recruitment and training of adult educators are the focus of chapter 11. Subjects of the last three chapters are adult education evaluation on the international level, in North America, and in the Third World; the theory and practice of international cooperation in adult education; and the author's view of the future of adult education. (CML)

DOCUMENT RESUME

ED 318 853 CE 054 244

Johanson, Richard K.
Vocational Training for Self Employment. ILO's Experience in Africa.
PUB DATE- 4 Dec 89
NOTE- 21p.; Paper presented at the International Vocational Education and Training Association Convention (Orlando, FL, December 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Developing Nations; Educational Policy; *Entrepreneurship; Foreign Countries; *Government Role; Models; Postsecondary Education; Program Implementation; *Role of Education; *Rural Development; Secondary Education; *Self Employment; Small Businesses; *Vocational Education
IDENTIFIERS- Kenya; *Skill Development for Self Reliance; Tanzania; Zambia

The number of entrants to the labor market today in most sub-Sahara African countries far exceeds the number of new jobs generated by the economy. This mismatch is one of the most serious problems the region faces. With too few jobs to go around, vocational training should focus on the generation of self-employment possibilities. In the mid-1970s the International Labour Office and the Swedish International Development Authority teamed up to develop and try out a new approach to the creation of rural employment through training. After 10 years, an investment of more than $5.3 million, and much trial and error, a successful approach has been developed for the creation of rural employment. The Skill Development for Self-Reliance (SDSR) program has been applied in Kenya, Tanzania, and Zambia. The overall SDSR strategy aims at creating self-employment for rural youth and women. It uses existing government training structures and financial institutions, and it applies a comprehensive approach to ensure the profitability of business activity on a sustained basis. There are five key program elements of the SDSR approach to rural income generation and self-employment: (1) market analysis; (2) selection of entrepreneurs; (3) training; (4) credit; and (5) follow-up/monitoring. Now the SDSR program faces the issues of expansion on a larger scale and the creation of a supporting infrastructure. (KC)

ED 318 854   CE 054 264

1990 International Literacy Year--An Introduction: International Literacy Year Paper No. 1 and Policy Directions for the International Literacy Year Program: International Literacy Year Paper No. 2.

International Literacy Year Secretariat, Canberra (Australia).

PUB DATE- 89
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Programs; Basic Skills; Cooperative Programs; Educational Administration; *Educational Policy; Elementary Secondary Education; Foreign Countries; Functional Literacy; *International Educational Exchange; *Literacy Education; Program Development
IDENTIFIERS- *Australia; *International Literacy Year

The first of two papers that comprise this document introduces Australia's response to 1990 as the United Nations (UN) International Literacy Year (ILY). The second paper sets policy directions for Australia's Literacy Year program. The first paper contains the six UN objectives for the year (to increase government action to combat illiteracy, public awareness of illiteracy, popular participation to combat illiteracy, cooperation and solidarity among member states and within the UN in the struggle against illiteracy, and to use the year for launching a plan of action for the eradication of illiteracy by the year 2000); a section on literacy in Australia; an outline of the Australian structures implementing literacy efforts; suggestions for literacy programming; and appendices that describe literacy, give reasons adults have literacy difficulties, and list the members of Australian groups guiding ILY activities. The second paper lists the aims of the National Consultative Council for International Literacy Year (to guide Australia's activities, formulate policy proposals, and promote literacy activities); states the UN objectives for the year; gives background information on illiteracy in Australia, including literacy rate, reasons adults have literacy problems, childhood literacy development, and adult learning experiences; and sets goals for the ILY program. (Among the goals are recognizing the value of reading and writing, expanding opportunities for adult learning, improving the quality of adult programs, promoting plain English, and linking various education sectors. Strategies and priority funding areas are listed and a request to launch ILY on International Literacy Day is reported. (CML)

ED 318 855 CE 054 312

Food and Nutrition (Intermediate). Performance Objectives and Criterion-Referenced Test Items.

Missouri Univ., Columbia. Instructional Materials Lab.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Sep 89
NOTE- 120p.; For related documents, see CE 054 313-315.
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (Order No. 40-5152-E, $8.60).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Education; Competence; Competency Based Education; Course Content; Criterion Referenced Tests; Food; Food Service; *Foods Instruction; Home Economics; Leadership Training; Nutrition; *Nutrition Instruction; Secondary Education; Small Businesses; State Curriculum Guides; Student Organizations; Test Items; Vocational Education
IDENTIFIERS- Future Homemakers of America; *Missouri

This document contains competencies and criterion-referenced test items for the Intermediate Food and Nutrition semester course in Missouri that were derived from the duties and tasks of the Missouri homemaker and identified and validated by home economics teachers and subject matter specialists. The guide is designed to assist home economics teachers in incorporating the Vocational Instructional Management System (VIMS) into the intermediate Food and Nutrition semester course. The document begins with a 16-item reference list. Individual competency listings consist of a duty area, task(s), performance objective and criteria, and criterion-referenced test item with answer. Instructional areas covered include the following: recognizing the social and psychological influences of food and nutrition; recognizing the relationship between food and health; recognizing nutritional needs and the life cycle; recognizing special nutritional and food needs of individuals; investigating consumer information; creating food purchase plans; developing a time and resource management plan; preparing meals and snacks; describing family meal patterns; comparing meal service options; recognizing careers in food and nutrition; identifying types of small businesses; and developing leadership through Future Homemakers of America. (KC)

ED 318 856 CE 054 313

Food and Nutrition (Advanced). Performance Objectives and
Criterion-Referenced Test Items.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary
Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Sep 89
NOTE- 80p.; For related documents, see CE 054 312-315.
AVAILABLE FROM- Instructional Materials Laboratory, University of
Missouri, 2316 Industrial Drive, Columbia, MO 65202 (Order No.
40-5162-E, $6.05).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Education; Competence;
Competency Based Education; Course Content; Criterion Referenced
Tests; *Cultural Traits; Food; *Food Service; *Foods Instruction;
Home Economics; Leadership Training; Nutrition; *Nutrition
Instruction; Secondary Education; Small Businesses; State
Curriculum Guides; Student Organizations; Test Items; Vocational
Education
IDENTIFIERS- Future Homemakers of America; *Missouri

This document contains competencies and criterion-referenced test items for the Advanced Food and Nutrition semester course in Missouri that were derived from the duties and tasks of the Missouri homemaker and identified and validated by home economics teachers and subject matter specialists. The guide is designed to assist home economics teachers in incorporating the Vocational Instructional Management System (VIMS) into the Advanced Food and Nutrition semester course. The document begins with a 20-item reference list. The individual competency listings consist of a duty area, task(s), performance objective and criteria, and criterion-referenced test item with answer. Instructional areas covered include the following: recognizing the significance of food as related to cultures and world conditions; recognizing nutritional needs as related to health and illness; analyzing a variety of food products, preparation techniques, and meal patterns of various cultures; using creative meal service techniques; recognizing careers in food and nutrition; identifying types of small businesses; and developing leadership through Future Homemakers of America. (KC)

ED 318 857　　　　　　CE 054 314

Child Development, Care and Guidance. Performance Objectives and Criterion-Referenced Test Items.

Missouri Univ., Columbia. Instructional Materials Lab.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

PUB DATE- Aug 89

NOTE- 80p.; For related documents, see CE 054 312-315.

AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (Order No. 40-7705-E, $6.20).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Career Education; *Child Caregivers; *Child Development; Competence; Competency Based Education; Course Content; Criterion Referenced Tests; Day Care; Developmental Stages; Educational Objectives; Home Economics; Leadership Training; *Parenthood Education; Secondary Education; Small Businesses; State Curriculum Guides; Student Organizations; Test Items; Vocational Education

IDENTIFIERS- Future Homemakers of America; *Missouri

This document contains competencies and criterion-referenced test items for the Child Development, Care and Guidance semester course in Missouri that were derived from the duties and tasks of the Missouri homemaker and identified and validated by home economics teachers and subject matter specialists. The guide is designed to assist home economics teachers in incorporating the Vocational Instructional Management System (VIMS) into the Child Development, Care and Guidance semester course. The document begins with a 17-item bibliography. Individual competency listings consist of a

duty area, task(s), performance objective and criteria, and criterion-referenced test item with answer. Instructional areas covered include the following: describing roles of parents and caregivers in child development; analyzing health concerns and needs at various stages of prenatal development; recognizing physical, social, emotional, and intellectual developmental stages; differentiating types of play; differentiating guidance techniques at developmental stages; distinguishing health concerns at developmental stages; identifying guidelines for creating safe environments; comparing child care options; recognizing careers in child development; identifying types of small businesses; and developing leadership through Future Homemakers of America. (KC)

ED 318 858 CE 054 315

Family and Individual Health. Performance Objectives and Criterion-Referenced Test Items.

Missouri Univ., Columbia. Instructional Materials Lab.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Aug 89
NOTE- 114p.; For related documents, see CE 054 312-315.
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (Order No. 40-4400-E, $8.10).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Education; Competence; Competency Based Education; Course Content; Criterion Referenced Tests; *Family Health; *Health Education; Home Economics; Leadership Training; *Nutrition; Nutrition Instruction; *Parenthood Education; *Physical Fitness; Secondary Education; Small Businesses; State Curriculum Guides; Student Organizations; Test Items; Vocational Education
IDENTIFIERS- Future Homemakers of America; *Missouri

This document contains competencies and criterion-referenced test items for the Family/Individual Health semester course in Missouri that were derived from the duties and tasks of the Missouri homemaker and identified and validated by home economics teachers and subject-matter specialists. The guide is designed to assist home economics teachers in incorporating the Vocational Instructional Management System (VIMS) into the Family/Individual Health semester course. The document begins with a 14-item bibliography. The individual competency listings consist of a duty area, task(s), performance objective and criteria, and criterion-referenced test item with answer. Instructional areas covered include the following: predicting effect of health on family well-being; creating a physical fitness plan; identifying safety and sanitation principles; planning for home care of family members; identifying community services; comparing nutritional needs at different stages of the life cycle; recognizing special dietary needs; evaluating health care services and plans; recognizing careers in family and individual health; identifying types of small businesses; and developing leadership through Future Homemakers of America. (KC)

ED 318 859 CE 054 358

Integration of Academic and Vocational-Technical Education.

Maryland State Advisory Council on Vocational-Technical Education, Baltimore.

PUB DATE- Sep 89
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Education; Dropout Prevention; Educational Assessment; Educational Improvement; Educational Innovation; Federal Legislation; High Schools; *Integrated Curriculum; *Models; *Statewide Planning; *Vocational Education

An integrated system of academic and vocational-technical education is vital to the well-being of students and the nation. Approaches to integrated programs include requiring more academic coursework of vocational students; including academic skills in vocational courses; and integrating the entire high school. Key activities for successful integration are curriculum and professional development supported by funding; strong leadership; involvement of both academic and vocational teachers; and enough time for restructuring the curriculum. The Maryland Vocational-Technical Education Commission recommends establishing an integrated system so that, by 2000, the dropout rate should be reduced to less than 1 percent and every student should graduate with a marketable skill, be technologically literate, and have an individual learning plan. A conceptual model of such a program would include a college preparatory program for college-bound students, articulated two-plus-two programs for students planning technical careers, and career entry programs for those planning employment after high school graduation. Barriers to integration are lack of well-established models; demands on teacher time; lack of resources, support, and assessment instruments; and lack of cognitive research findings. The Chicago High School for Agricultural Sciences countered arguments of lack of time in the school day by shortening lunch and eliminating study hall. Higher expectations motivated and challenged their lower ability students to succeed, rather than increasing their dropout rate. Efforts to integrate vocational and academic curricula can lead to a new role and new respect for vocational education. (SK)

ED 318 860 CE 054 455

An Implementation Guide for Career Awareness In-School Exploring Program.
Boy Scouts of America, Portland, OR. Columbia Pacific Council.
PUB DATE- 90
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Awareness; *Career Exploration; *Career Guidance; Education Work Relationship; *Enrichment Activities; *High Risk Students; High Schools; Occupational Information; Prevocational Education; School Business Relationship; *School Community Relationship
IDENTIFIERS- Boy Scouts of America; *Portland School District OR

This document describes the implementation of an in-school program designed to give Portland, Oregon, high school students an overview of many different careers. The first two sections provide background information on career exploration within the Boy Scouts of America Exploring program. The rest of the document explains the implementation of the program in the Portland metropolitan area and provides supporting information and samples from its implementation in two high schools. (The program in Portland encompasses three program models, called the career awareness, the in-class exploring, and the self-image models that have been developed since 1969.) The implementation section provides such information as how to get a program started, which students would benefit from it, who can make a program work at a school, how to forge relationships between teachers and business people, which school to target, who should be on the advisory committee, how to evaluate and monitor the program, what sort of staff person to hire as a career awareness executive, and the benefits of the program. The document concludes with miscellaneous materials such as relevant newspaper articles and descriptions of program activities. (CML)

ED 318 861 CE 054 613

Occupational Competencies. A Study of the Vocational-Technical Education Needs of the Agribusiness and Chemistry-Based Technology Industries.

National Council on Vocational Education, Washington, DC.

PUB DATE- Jan 90
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Advisory Committees; *Agribusiness; Chemical Industry; *Chemical Technicians; Competence; *Competency Based Education; Continuing Education; Cooperative Programs; Elementary Secondary Education; Human Capital; Integrated Curriculum; Job Performance; Job Placement; *Labor Force Development; *Occupational Information; Postsecondary Education; *School Business Relationship; Vocational Education; Work Ethic

This document is the product of working groups of representatives from industry, business, associations, labor, and education who studied the types and levels of occupational competencies necessary for entry and sustained productive employment in the chemistry-based technology industry and in agribusiness. Representatives of both industries suggested these actions: (1) teach elementary school students to be competent in the basic skills of reading, writing, math, and science and encourage high school students to become proficient in oral and written communications, math, and science; (2) recruit young people into these occupational fields and increase public awareness of them; (3) enhance the image of vocational-technical education; (4) keep vocational-technical instructors current with the industry; (5) develop cooperative education programs; (6) write sequential curriculum for secondary and postsecondary education vocational programs; (7) develop models for competency-based education that includes academic as well as vocational skills; (8) provide exemplary vocational-technical education facilities; (9) employers and educators cooperatively develop a list of occupational competencies and design methods of certification; (10) develop affordable and accessible continuing education materials; (11) survey employers to gather information on job markets, human capital demands, and educational needs for the next 10 years; and (12) follow through on student placement and job performance. The document's section on agribusiness includes information on a definition and description of the field, educational requirements, employment opportunities, personal and job skills, equipment and materials, publications, and a summary of key issues to address. Information on similar topics are provided in the section on chemistry-based technology. The names and addresses of agribusiness and chemistry-based technology working group members and the National Council on Vocational Education are also provided. (CML)

ED 318 862 CE 054 625

New Hampshire Technical Colleges & Institute Graduate Placement Report, 1989.

New Hampshire State Dept. of Postsecondary Vocational-Technical Education, Concord.

PUB DATE- 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- College Graduates; *Education Work Relationship; Graduate Surveys; *Job Placement; Nurses; *Outcomes of Education; Postsecondary Education; *Success; Technical Education; *Technical Institutes; Vocational Followup
IDENTIFIERS- *New Hampshire

The success of 1989 graduates of seven New Hampshire postsecondary technical education institutions was identified in this study. The group was composed of 459 men and 502 women. Of the group, 745 graduates (76 percent) went directly to full-time employment and 36 (4 percent) to part-time employment, with 95 percent in jobs directly related to their major. Continuing their full-time education at another college were 108 graduates (11 percent). Of the graduates who entered the job market, 622 (83 percent) took jobs within New Hampshire and 664 (89 percent) could commute to their new job from their home. Nursing provided the largest single group of graduates with 190 individuals graduated from the registered nurse and practical nurse programs. Over 50 programs were offered at the institutions to reflect the employment needs of the state. Many placements were obtained as a result of the lifetime placement services provided at each of the seven institutions. Other placements resulted from continuation of former or current work-related associations. (The document includes data tables on placements and salaries, specific data from each of the seven institutions, a listing of the collegiate institutions to which graduates transferred, and a listing of employers who hired 1989 graduates.) (CML)

ED 318 863 CE 054 631

Bertness, Henry; And Others
Student Guide for Vocational Planning.
Tacoma School District 10, Wash.
PUB DATE- May 89
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Access to Education; *Apprenticeships; *Career Planning; *Educational Opportunities; High Schools; *High School Students; *Military Service; Postsecondary Education; Vocational Education; *Vocational Training Centers
IDENTIFIERS- *Washington (Tacoma)

This document, intended for Tacoma, Washington, public school students, encourages them to decide the best career goals and how they will prepare to reach those goals. Included are sections on the objectives, degrees, and certification available at community colleges and vocational-technical schools in the state of Washington; descriptions of the vocational education service areas (trade and industrial education, technical education, health education, business and office, agriculture, home and family life, and distributive education); off-campus vocational programs available to Tacoma high school students at Tacoma Technical High School, Bates Vocational-Technical Institute, Clover Park Vocational Technical Institute, and the career centers; public post-high school vocational training; apprenticeship programs; and military service. Information is provided on some or all of the following: prerequisites; enrollment procedures; curriculum offerings; costs; and financial aid. (CML)

ED 318 864 CE 054 632

Pennsylvania Department of Education Honors Outstanding Adult Students in Success Stories, 1990: Rise to the Challenge.

Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.

PUB DATE- 90
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Awards; Basic Skills; Child Abuse; Disabilities; Drug Abuse; *Educationally Disadvantaged; Functional Literacy; Literacy Education; *Poverty; *Success
IDENTIFIERS- *Pennsylvania

This document describes the 10 winners of the 1990 ABLE Award, which recognizes outstanding adult students in Pennsylvania adult basic and literacy education programs. The award, given for achievement based on learning excellence (ABLE), is presented by the Pennsylvania Division of Adult Basic and Literacy Education Programs. The winners are Raymond L. Bostic, Connelley Skill Learning Center, Allegheny County; Sharon Darby, CIU #10 Development Center for Adults, Clinton County; Bertha Beard, Erie Adult Learning Center, Erie County; Judy Baux, Scranton Council for Literacy Advance, Lackawanna County; Stanley Frazier, Eagleville Hospital, Montgomery County; Jann Marsteller, Northampton Community College, Northampton County; Carlos De Jesus, Community Learning Center, Valerie Lowery, Horizon House Rehabilitation Services, and Pocahontas Oberg, Lutheran Settlement House Women's Program, Philadelphia County; and Jean Lockett, Tunkhannock Area School District, Wyoming County. Each ABLE recipient's background and award-winning behavior are described in approximately two pages accompanied by a photograph of the recipient. The descriptions include recipients' rising to the challenge of a physical or mental handicap; prevailing despite poverty, abandonment, and abuse; and, sometimes, overcoming drug and alcohol dependency. (CML)

ED 318 865 CE 054 633

Martin, Theodora Penny
Collaborative Learning, Circa 1880.
PUB DATE- Apr 90
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- Adult Education; *Cooperative Learning; Cooperative Planning; *Educational History; *Group Activities; Learning Strategies; Participative Decision Making; Peer Teaching; *Self Directed Groups; Student Participation; *Womens Education
IDENTIFIERS- Informal Education; *Study Circles

Collaborative learning, such as student-team learning or work-group learning, has become the focus of inservice workshops for teachers, a theme in professional journals, and the daily routine in an increasing number of classrooms. The women's study clubs in late 19th-century United States used a similar pedagogy. By the early 1900s, perhaps as many as 1 million white, middle-class, middle-aged women belonged to these clubs, the local membership of which was generally limited to 20 members who met biweekly for 2 hours in each others' homes to pursue a course of study. Apart from the three taboo subjects (religion, politics, and "the woman question"), the inquiry of club women was wide ranging and included literature, art, history, music, geography, astronomy, botany, and foreign languages. The group decided what to study from September to June and assigned the program for each meeting. Seven or eight members read papers they had written on the assignment during each meeting. The sessions were governed by parliamentary procedure. Every member was expected to participate in some way at each meeting. At the turn of the century, most clubs began to change their focus from education for self to education for service. Study club women had at first modeled their curriculum on that of the academy in order to authenticate their intellectual abilities in an age when women's reproductive organs were reputed to drain their brains. However, they modified the pedagogy of the academy--the recitation--into collaborative learning by acknowledging a common goal, working toward it as a community, expecting participation from all members in various roles over time, and performing as writers and reciters to please one another rather than a teacher. A few study clubs of this original model remained vigorous well into the 20th century. (The document contains six references.) (CML)

DOCUMENT RESUME

ED 318 866 CE 054 645

Seizing the Future: A Commitment to Competitiveness.
Mississippi Special Task Force for Economic Development Planning.
PUB DATE- Dec 89
NOTE- 31p.; For a related document, see CE 054 647.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Literacy; Competition; *Economic Development; *Educational Improvement; Educational Planning; Educational Practices; Education Work Relationship; Elementary Secondary Education; Entrepreneurship; Free Enterprise System; *Futures (of Society); Job Training; Labor Education; *Labor Force Development; Lifelong Learning; Literacy Education; Small Businesses; *State Programs; *Statewide Planning
IDENTIFIERS- *Mississippi

The Special Task Force for Economic Development Planning developed a long-term strategy to revitalize Mississippi's economy and help it become globally competitive. Input was gathered through regional conferences attended by more than 500 business and community leaders, a survey of approximately 8,000 Mississippi employers, and focus group meetings with citizens in three locations in the state. The goal of the plan is to create a society that supports a rising standard of living for all Mississippi citizens. The report and its recommendations center around commitments that will create competitive people, competitive businesses, and competitive communities. The task force found that there is a profound mismatch in Mississippi today between the increasing skill requirements of jobs and the decreasing skill levels of future workers. As a result, Mississippi needs to make a commitment to its people and to lifelong learning, and its citizens need to make a commitment to pursue education and skill development throughout life. Because the task force found that the most successful job creators in the state during the 1980s were small businesses, it recommended that the state help existing Mississippi-based businesses to become world-class competitors and encourage other citizens to create their own businesses. The state should also support community-based economic development. The task force recommendations address the steps needed to be taken now to create a rising standard of living for all citizens; they require a fundamental rethinking of the role each part of society has to play in economic development. (KC)

ED 318 867 CE 054 646

Harwood, Richard C.
Closing the Gap: Meeting the Small Business Training Challenge in Connecticut.
Jobs for the Future, Inc., West Somerville, MA.
SPONS. AGENCY- Corporate Council on the Liberal Arts, New York, NY.; Southern New England Telephone, New Haven, CT.; Travelers Insurance Companies, Hartford, CT.
PUB DATE- 5 Jan 89
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Competition; Economic Development; Educational Planning; Educational Practices; Education Work Relationship; Elementary Secondary Education; Entrepreneurship; Free Enterprise System; *Futures (of Society); *Job Training; Labor Education; *Labor Force Development; Lifelong Learning; *Small Businesses; *State Programs; *Statewide Planning
IDENTIFIERS- *Connecticut

The training needs of Connecticut's small businesses and their employees are not being adequately met. Small businesses face an economy placing increasing demands on them: a worsening labor shortage, an aging work force, and changing skills in the workplace. Gaps in private and public sector training programs impede small businesses from meeting the training challenges these demands present. This report identifies the following key training issues: on-the-job training lacks structure, public sector programs are fragmented and reach few people, training programs are too costly, and small companies do not have the resources to develop in-house training programs nor to purchase outside training programs. The report makes recommendations to address these issues. It calls for action in four areas of small business training: (1) to improve the content of public and private sector training programs for on-the-job, basic skills, customized, and formal training; (2) to strengthen the delivery of these programs; (3) to enhance the communications on training goals and programs between suppliers and consumers of training and between employers and employees; and (4) to increase the coordination of training activities in the state to fill gaps and avoid unnecessary duplication. The report's methodology (literature review, public attitude surveys, and in-depth follow-up interviews) is described. Twenty references and a list of experts interviewed are appended. (KC)

ED 318 868 CE 054 647

Pennington, Hilary; Austin, John
Globally Competitive People: Final Report to the Human Resource Committee.
Jobs for the Future, Inc., West Somerville, MA.
SPONS. AGENCY- Mississippi Special Task Force for Economic Development Planning.
PUB DATE- Nov 89
NOTE- 74p.; For a related document, see CE 054 645.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Literacy; Competition; *Educational Improvement; *Education Work Relationship; Elementary Secondary Education; Futures (of Society); *Job Training; *Labor Force Development; *Lifelong Learning; Private Sector; Public Sector; Retraining; *State Programs; Welfare Recipients
IDENTIFIERS- *Mississippi

A globally competitive Mississippi must be built through investment in the education, training, and skills of its people. Recommendations for improving the system involve (1) a human resource and economic development strategy built on a partnership between the state and communities and (2) a state-level human capital strategy board. Critical target groups are adults preparing for work, teenagers preparing for adulthood, and children preparing for school. For adults, a workplace learning campaign should focus on private-sector basic skill, literacy, and worker retraining programs and training consortia run by employers. For teenagers, recommendations include clear measures of performance and accountability for skills required for high school graduation; JOBSkills, a complementary program of school and part-time jobs starting in the 10th grade; a statewide pregnancy prevention program; and a youth community service corps. For children, Head Start and family literacy programs should be expanded; early childhood health and nutrition programs should be funded; welfare reforms that encourage transition to work should be implemented; and day care partnerships and standards should be developed. Guiding principles for building a competitive work force are (1) centering lifelong learning on individual self-esteem and motivation; (2) developing community-based responses to human resource challenges; (3) creating a seamless web among providers of education, training, and human services; (4) bridging racial divisions; (5) targeting the rural poor; and (6) recognizing that all sectors, communities, and individuals are responsible for lifelong learning. (SK)

ED 318 869 CE 054 649

Proceedings for Forum on Integrating Occupational and Academic Education.

National Center for Research in Vocational Education, Berkeley, CA.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Nov 89

NOTE- 28p.

GRANT- V051A80004-89A

AVAILABLE FROM- National Center for Research in Vocational Education Materials Distribution Service, 46 Horrabin Hall, Western Illinois University, Macomb, IL 61455 (Order No. MDS-118, $2.50).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)

DESCRIPTORS- *Academic Education; *Academic Standards; *Career Guidance; *Cooperative Programs; *Integrated Curriculum; Secondary Education; *Vocational Education

IDENTIFIERS- Pittsburgh School District PA; West Virginia

The papers in this document include the following chapters: "Improving the Collaboration of Vocational and Academic Educators" (Owens); "Subject Matter of Vocational Education: A Look toward the Future" (Copa); "Strengthening Academic Competencies of Vocational Students in West Virginia" (Burdette); "Blueprint for Career Preparation" (Howell); "Implementing Change for Strengthening Academic and Vocational Skills: Pittsburgh's Successes" (Monaco); and "Implementing Change for Strengthening Academic and Vocational Skills: The National Center Study" (Russell). (CML)

ED 318 870 CE 054 650

The 1990 Agenda for the National Center for Research in Vocational Education.

National Center for Research in Vocational Education, Berkeley, CA.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Mar 90

NOTE- 43p.

GRANT- V051A80004-90

AVAILABLE FROM- National Center for Research in Vocational Education Materials Distribution Service, 46 Horrabin Hall, Western Illinois University, Macomb, IL 61455 (Order No. MDS-030, free).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Evaluation; *Government School Relationship; *Leadership Training; *Management Development; *Research and Development; Research and Development Centers; Special Needs Students; *Teaching Methods; *Vocational Directors; Vocational Education

IDENTIFIERS- Job Training Partnership Act 1982; *National Center for Research Vocational Education

This document describes the work planned by the National Center for Research in Vocational Education (NCRVE), University of California, Berkeley, for 1990. Part I provides research project descriptions in six issue areas as follows: (1) context, goals, planning, and evaluation; (2) curriculum and instructional methods; (3) vocational education for special populations; (4) the development of personnel in vocational education; (5) the delivery system of vocational education and training; and (6) governance and policy. Part II describes the eight service functions of the NCRVE as follows: (1) centerwide 50-state survey; (2) advanced study center for leadership development; (3) leadership development in vocational education--preparing vocational education administrators; (4) inservice education; (5) technical assistance for special populations program; (6) dissemination; (7) technical assistance for planning and evaluation; and (8) relationships between vocational education and the Job Training Partnership Act. An index and a listing of NCRVE subcontractors is included. (CML)

ED 318 871 CE 054 651

The Southeast's 21st Challenge...The Need To Build a Quality Workforce.

Department of Education, Atlanta, GA. Region 4.; Department of Health and Human Services, Atlanta, GA. Region 4.; Employment and Training Administration (DOL), Atlanta, GA. Region 4.; Office of Personnel Management, Atlanta, GA. Atlanta Region.

PUB DATE- 90
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Dropouts; Early Parenthood; *Economically Disadvantaged; *Economic Change; Educationally Disadvantaged; Employment Patterns; *Employment Qualifications; Homeless People; Labor Force; *Labor Needs; *Labor Supply; Population Trends; Recruitment; *Social Change
IDENTIFIERS- *United States (Southeast)

The first section of this report introduces the U.S. Department of Labor's efforts to focus attention on the evolving demographic, economic, and social trends that are causing pervasive mismatches between workplace needs and work force capabilities. Section 2 outlines trends, changes, and challenges, including demographic and economic trends, adolescent childbearing, high school dropouts, the educationally limited, economic disenfranchisement, homelessness, and drug abuse. Section 3 deals with the mismatch between jobs and workers in the public and private sectors. Section 4 discusses where to find qualified workers. Section 5 identifies what the situation means to the Southeast for public and private employers and for the educational community. Section 6 summarizes the report. Appendix 1 provides 15 data tables. Appendix 2 provides 50 footnotes. Appendix 3 lists 46 references. Appendix 4 contains names and addresses for sources of information in the U.S. Department of Labor, U.S. Department of Education, U.S. Department of Health and Human Services, U.S. Office of Personnel Management, and state officials in Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee. (CML)

ED 318 872 CE 054 665

Ropp, Gordon; And Others

Dialogue with Educational Leaders: Implications for Policy. Report 2.
Illinois State Council on Vocational Education, Springfield.
PUB DATE- 8 Mar 89
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Education; Educational Improvement; Educational Needs; *Educational Policy; *Education Work Relationship; Employment Programs; Job Training; Labor Force Development; *Policy Formation; Postsecondary Education; Program Effectiveness; *Program Improvement; School Business Relationship; Secondary Education; *Statewide Planning; *Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; *Illinois

The Illinois Council on Vocational Education (ICOVE) has tried to influence educational policy in recent years. Members of the council met with the chief executive officers of the three educational boards in Illinois to discuss issues and pending policies paramount within the educational arena. ICOVE also met with members of the various education committees of the Illinois General Assembly. The purpose of these meetings was to (1) inform policymakers of findings of the council resulting from studies and other council activities; (2) acquire feedback from the leaders regarding council findings and policy directions; and (3) determine ways in which ICOVE could be of service to leadership in resolving educational issues and forming new policy to target quality and excellence in education. Following the meetings with educational leaders, ICOVE compiled a list of 11 issues for which the council and policymakers share common interests and views: (1) the need for schools to prepare people for continuing education and work; (2) the value of private sector internships for all teachers; (3) the need to provide academic instruction in an applied format; (4) the need to integrate academic and vocational education; (5) the desire to eliminate the tracking system; (6) the need to teach students about work; (7) the need to expand student options; (8) the need to improve the image and quality of vocational education; (9) concern for public perception of graduation and university entrance requirements; (10) increased private-sector participation; and (11) the need to train teachers for teaching basic skills in vocational education. (KC)

ED 318 873 CE 054 666

Beckwith, Robert; And Others
Advice to the Private Sector. Report 3.
Illinois State Council on Vocational Education, Springfield.
PUB DATE- 8 Mar 89
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advisory Committees; *Business Responsibility; Educational Improvement; *Educational Needs; Education Work Relationship; Employer Attitudes; Employment Programs; Institutional Cooperation; Job Training; *Labor Force Development; Postsecondary Education; Private Sector; Program Effectiveness; *Program Improvement; *School Business Relationship; Secondary Education; Statewide Planning; *Vocational Education
IDENTIFIERS- *Illinois

The Illinois Council on Vocational Education (ICOVE) has recommended six needed actions for private-sector involvement in vocational education, as well as in the total educational process. The recommendations are a result of several efforts during the past 4 years. The council has monitored private-sector involvement in education both formally and informally. The council has asked private-sector representatives throughout the state how they work with education, why their efforts have succeeded,and why they have sometimes failed. It has also reviewed many innovative private-sector/education partnerships to identify key elements of success. Research studies and testimony presented at public hearings have been analyzed. As a result of these information-gathering activities, ICOVE identified six key actions the private sector might undertake to assist with the modernization of vocational education and the improvement of educational programs in the state: (1) communicate present and future work force needs; (2) share facilities and equipment in the workplace; (3) give educators job experiences in the private sector; (4) serve on advisory councils and share expertise; (5) verify occupational tasks for curriculum development; and (6) encourage education's role in preparing and maintaining the work force. (KC)

ED 318 874 CE 054 667

Black, Hartzel; And Others
Evaluating Vocational Education Programs in Illinois. A Report on Consultation of the Illinois Council on Vocational Education with the Illinois State Board of Education on Evaluation. Report 6.
Illinois State Council on Vocational Education, Springfield.
PUB DATE- 8 Mar 89
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Compliance (Legal); Educational Needs; Employment Programs; *Evaluation Methods; Federal Legislation; Federal Programs; Job Training; Labor Force Development; Postsecondary Education; *Program Effectiveness; *Program Evaluation; *Program Improvement; Secondary Education; State Federal Aid; *Statewide Planning; *Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; *Illinois

Because of a perceived lack in the development and use of evaluation procedures for vocational education in Illinois, a new evaluation system was begun in 1984. It required that at least 20 percent of funded vocational programs be evaluated annually, in compliance with requirements of the Carl D. Perkins Vocational Education Act. The evaluation system provides for the assessment of indicators of program quality, efficiency, and expanded student opportunities. The identified indicators include placement, enrollment, employer satisfaction, student satisfaction, student performance, program cost, and objective labor market justification. In the new evaluation system, it is the responsibility of local personnel to conduct self-evaluations, analyzing information pertinent to the indicators and determining whether accepted standards are met in their programs. The Illinois Council on Vocational Education made two recommendations pursuant to the vocational education evaluation system: (1) implement an evaluation system that has the potential to provide high quality education for employment programs to assist in preparing and maintaining the work force; and (2) include in the State Board of Education's annual report the outcome of student successes in vocational education. (KC)

ED 318 875 CE 054 668

Denny, James; And Others
Preparing and Maintaining Workers. Report 11.
Illinois State Council on Vocational Education, Springfield.
PUB DATE- 8 Mar 89
NOTE- 37p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Adult Students; *Compliance (Legal); Dislocated Workers; Displaced Homemakers; Educational Needs; Employment Programs; Federal Legislation; Federal Programs; *Job Training; Labor Force Development; Nontraditional Education; Postsecondary Education; *Program Effectiveness; Program Evaluation; Program Improvement; *Retraining; Secondary Education; State Federal Aid; Statewide Planning; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; *Illinois

A study was conducted in Illinois to determine how effectively the vocational education system was meeting its responsibilities to train, retrain, and upgrade employed and unemployed workers in new skills for which there is a demand in the state, under the terms of the Carl D. Perkins Vocational Education Act of 1984. Responses were received from staff of Job Training Partnership Act service delivery areas, vocational education secondary regional delivery systems, community colleges, and state agency personnel. Respondents indicated that the state has various programs in place that provide strategies for identifying new skills for which there is demand in the state. It also has a system of effective planning and coordination between educational institutions and other providers in local areas. Many programs are available, instruction is often of good quality, and the private sector is involved as it suits its needs. Recommendations were made to define roles and expectations, provide incentives for expansion, promote programs for adult workers, meet both labor and management needs, coordinate programs, and continue exemplary programs. (KC)

ED 318 876 CE 054 669

Black, Hartzel; And Others
Serving Economically Depressed Areas. Report 12.
Illinois State Council on Vocational Education, Springfield.
PUB DATE- 8 Mar 89
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Compliance (Legal); *Economically Disadvantaged; Educational Needs; Employment Programs; Federal Legislation; Federal Programs; Job Training; Labor Force Development; Postsecondary Education; *Poverty Areas; *Program Effectiveness; Program Evaluation; Program Improvement; Secondary Education; State Federal Aid; Statewide Planning; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; *Illinois

A study was conducted in Illinois to determine how effectively the vocational education system was meeting its responsibilities to serve persons in economically depressed areas under the terms of the Carl D. Perkins Vocational Education Act of 1984. State records showed that during fiscal year 1987, Illinois expended $982,956 of the $1,336,238 allocation for consumer and homemaking education programs in economically depressed areas. In fiscal year 1988, the amounts were $1,137,202 and $1,396,269, respectively. Illinois thus was in compliance with the requirements of the legislation. Effective programs and services, such as HITS (High Impact Training Services) programs and CHEP (Consumer and Homemaker Education) programs were identified. No evidence was found that efforts are being made by the State Board of Education to determine whether funds received from the Perkins Act are actually raising employment levels or improving the occupational competencies of citizens in the economically depressed areas. The study made recommendations to study the merits of targeting the most severely economically depressed areas of the state with special programs to determine the impact programs could have on decreasing unemployment and raising the occupational competencies of area citizens. (KC)

ED 318 877 CE 054 670

Black, Hartzel; And Others
Perceptions Re: Adequacy and Effectiveness of the JTPA and V.E. Perkins Act Programs in Illinois. Report 23.
Illinois State Council on Vocational Education, Springfield.
PUB DATE- 8 Mar 89
NOTE- 26p.; Cover title varies slightly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Compliance (Legal); Cooperative Programs; Educational Needs; Educational Practices; Employment Programs; Exceptional Persons; Federal Legislation; Federal Programs; *Institutional Cooperation; *Job Training; Labor Force Development; Postsecondary Education; *Program Effectiveness; Program Improvement; School Business Relationship; Secondary Education; State Federal Aid; Statewide Planning; *Vocational Education

IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; Illinois; *Job Training Partnership Act 1982

A study was conducted in Illinois to determine the perceptions of "grassroots" personnel who have responsibility for administering programs authorized under both the Job Training Partnership Act (JTPA) and the Carl D. Perkins Vocational Education Act. Questionnaires were mailed to regional delivery system directors, community college deans, and service delivery area directors. Respondents were asked to address (1) the impact of program offerings on unemployment; (2) accessibility of programs to special populations; (3) relevance of training and retraining to labor market needs; (4) improvement and expansion of programs to meet the state's work force needs; and (5) promotion of economic growth. Results of the 84 responses indicated that people involved with JTPA and vocational education know much about the purposes of their own program and are vague about the other. Respondents representative of both programs felt that the Perkins Act was helpful in helping the states improve, expand, modernize, and develop vocational education programs. They indicated that services for special populations were in place. Educators were more supportive of conditions under the Perkins Act than were JTPA personnel. Respondents for all agencies felt that the Perkins Act is good and could be strengthened if coordination with JTPA was improved. Suggested changes in the two acts were centered on coordination, costs, set-asides, and eligibility. (KC)

ED 318 878 CE 054 673

Sullivan, Richard L.

Trade and Industrial Education Teachers; A National Study of Certification Requirements.

PUB DATE- 4 Dec 89
NOTE- 18p.; Paper presented at the Trade and Industry Research Forum, American Vocational Association Convention (Orlando, FL, December 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Inservice Teacher Education; Occupational Information; Secondary Education; *Teacher Certification; *Teacher Qualifications; *Teacher Selection; *Trade and Industrial Education; Trade and Industrial Teachers

The purpose of this study was to examine certification requirements for trade and industrial (T&I) education teachers across the United States. Data were collected through mailed surveys to state supervisors for T&I education. After two follow-up mailings, responses were received from all states except California and the District of Columbia. Survey results indicated that, in general, certified T&I teachers teach secondary and postsecondary students, are required to have at least a high school diploma, may attend a 1- to 2-week preservice workshop prior to teaching, and are likely to take an occupational competency examination for which they may receive university credit toward certification and a degree. T&I teachers often reach a standard or permanent certificate with less than a bachelor's degree. As many T&I teachers may have completed very few credit hours in general and professional education, a state teacher's examination may create challenges for T&I teachers and the state supervisors, teacher educators, and local administrators who work with the teachers. Limitations of the study were the following: certification requirements are in a constant state of change; there appeared to be confusion within states regarding certification requirements; and the definition of T&I education appears to vary from state to state. (A table listing certification requirements by state is included in the paper.) (CML)

ED 318 879 CE 054 674

Bloom, Thomas K.
Increasing Female Enrollment in Industrial Education.
PUB DATE- 4 Dec 89
NOTE- 6p.; Paper presented at the Trade and Industry Research Forum, American Vocational Association Convention (Orlando, FL, December 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Affirmative Action; Higher Education; *Industrial Education; *Nontraditional Occupations; *Sex Fairness; *Student Recruitment; *Womens Education
IDENTIFIERS- *University of Vermont

An action study was undertaken at the University of Vermont to increase the number of women students in Industrial Education (IE) programs within the Vocational Education and Technology Department. The first objective was to increase the number of women students taking introductory technical courses. Objective 2 was to increase the number of women students taking higher-level technical courses. Objective 3 was to increase the number of women minors and majors in IE. Among the activities undertaken were the development of a slide presentation, a recruitment brochure, and posters; demonstrations and displays in popular meeting places on campus; establishment of working relationships with women's advocacy groups on campus; determination that instructional materials were nonsexist; identification of role models; and counseling. Over an 18-month period, all of the basic courses demonstrated an increase in participation by women. However, the impact on enrollment in upper-level courses was not yet known. Additionally, it is not known whether, when the project is completed, the enrollments will continue or active recruitment efforts will need to be continued in the future. (CML)

DOCUMENT RESUME

ED 318 880 CE 054 675

Harris, Robert C.; Hawkins, Cathy M.

Substance Abuse in the Workplace: Implications for Trade & Industry Education.

PUB DATE- Dec 89
NOTE- 14p.; Paper presented at the Trade and Industry Research Forum, American Vocational Association Convention (Orlando, FL, December 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Educational Policy; Educational Practices; Health Education; Health Promotion; *Prevention; Program Implementation; Secondary Education; *Substance Abuse; *Teacher Role; *Trade and Industrial Teachers; Work Environment

Abuse of alcohol and other drugs has affected the U.S. workplace, diminishing the nation's productivity, reducing its competitive advantage, and threatening the safety of its workers. Individual employees and their families have experienced tragic economic and emotional losses. Some public policies have been implemented, and some treatment measures are encouraging. More employers are providing assistance programs. However, the real solution must rest on prevention. Trade and industry educators must play an important role in the substance abuse solution. Four activities are suggested: (1) engage in school policy formation on substance abuse; (2) enforce school policy on substance abuse; (3) integrate knowledge of substance abuse into the curriculum; and (4) instill attitudes that foster the maintenance of a drug-free workplace. (KC)

ED 318 881 CE 054 676

Peace Corps Programming and Training System Manual. Training Manual T0054.

Peace Corps, Washington, D.C.
PUB DATE- Oct 89
NOTE- 333p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Developing Nations; Foreign Countries; Postsecondary Education; *Program Administration; Program Development; *Program Evaluation; *Volunteers; *Volunteer Training
IDENTIFIERS- *Peace Corps

This manual was developed to help field staff members of the Peace Corps train volunteers. The manual's task descriptions, guidelines, examples, and definitions are intended to be practical and informative rather than restrictive. The manual is divided into six major sections: (1) introduction; (2) getting started; (3) assessing the country program; (4) planning and managing a project; (5) training; (6) and monitoring and evaluation. The manual also contains a glossary, a 21-item annotated bibliography, and numerous appendixes containing information about the Volunteer Assignment Description, Quarterly Trainee Request System, pretraining questionnaire, oral proficiency interview standards, training module, session plan, guidelines for professional behavior, training of trainers resources and sample report, staff training roles and responsibilities, checklists for administrative and logistical tasks, and an index to the manual. (KC)

ED 318 882 CE 054 683

Wilson, Jeanette D.
Characteristics of "Established" Students: A Descriptive Study of Married 30-50 Year Old Reentry Students. Teaching Learning Issues No. 67.
Tennessee Univ., Knoxville. Learning Research Center.
PUB DATE- 90
NOTE- 20p.; Document contains colored paper and print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Students; *College Students; Educational Needs; Educational Trends; Higher Education; *Married Students;

*Nontraditional Students; Outcomes of Education; *Reentry Students; *Student Characteristics; *Student College Relationship; Student Motivation
IDENTIFIERS- *University of Tennessee Knoxville

A review of literature and a survey of 218 adult students (44% return) at the University of Tennessee, Knoxville, revealed a surprisingly large number (about one-third) of reentry students are those labeled "established." They are married, 30-50 years old, likely to have children, and live in a dual worker/career marriage within commuting distance of the university. Spouse example was influential in encouraging them to reenter, and family support has been maintained during the education process. If there were changes in family interaction, they were reported as more likely to be positive than negative. Most students reenter as sophomores, make satisfactory progress, and achieve excellent grades in an earnest effort to earn a degree. With the exception of men in engineering, sex-role stereotyping is not apparent in gender-differentiated analysis of the three most common major fields of study. These reentry students do not seem likely to present unusual demands on the university resources or teaching skills. On the contrary, these students are serious about their education and provide unique potential resources for both individual instructors and institutions. In addition, they are likely to promote the goals of the university in the future. (KC)

ED 318 883 CE 054 690

Pennsylvania Council on Vocational Education 20th Annual Report.
Pennsylvania State Council on Vocational Education, Harrisburg.
PUB DATE- 89
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Advisory Committees; *Articulation (Education); Cooperative Programs; *Educational Finance; Evaluation; High Risk Students; *Integrated Curriculum; Postsecondary Education; Research; *School Business Relationship; Secondary Education; Special Education; Staff Development; Technological Advancement; *Vocational Education
IDENTIFIERS- *Pennsylvania; Private Industry Councils

This document describes the responsibilities and activities of the Pennsylvania Council on Vocational Education. Recommendations include the following: integration of academic and vocational tion; clustering of courses; articulation of secondary and postsecondary vocational education courses; provision for a continuum of prevocational, career and vocational education programming; review of the vocational education personnel development system; expansion of the availability of vocational education; school reimbursement based on students' achievement of performance standards; and strengthening vocational education through implementation of changes in the distribution of federal vocational education funds, research and evaluation, and increasing access to vocational education programs. A summary of findings of the on-site compliance review is included. Highlights of 26 noteworthy vocational education programs in the areas of advanced technology, assistance to at-risk youth and adults, programs for disabled persons, cooperative efforts with employers, joint efforts with private industry councils, and coordination between secondary and postsecondary programs are provided. Fifteen data tables and four figures are included in the report. (CML)

ED 318 884 CE 054 711

Content of General Education in Relation to Occupational Training. Country Experiences.

United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.

PUB DATE- 88
NOTE- 72p.; Product of the Study Group Meeting of the Asia and Pacific Programme of Educational Innovation for Development (Bangkok, Thailand, March 1-8, 1986).
AVAILABLE FROM- UNESCO Principal Regional Office for Asia and the Pacific, P.O. Box 1425, G.P.O., Bangkok 10501, Thailand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developed Nations; Developing Nations; Educational Philosophy; Educational Policy; Educational Practices; *Education Work Relationship; Employer Employee Relationship; Foreign Countries; *General Education; *Job Training; Postsecondary Education; Program Implementation; Retraining; School Business Relationship; Secondary Education; *Vocational Education
IDENTIFIERS- *Asia; *Australia

Studies were conducted in 10 countries of Asia and the Pacific (Australia, China, India, Malaysia, Pakistan, the Philippines, Republic of Korea, Socialist Republic of Viet Nam, Thailand, and Turkey) to determine whether general education school leavers are able to meet the requirements of various occupational training programs. Each country reviewed its own policies and objectives of education, particularly the general education system as it relates to the preparation of skilled workers for various occupations. This involved examining the different training and retraining programs along with the content of general education and the matching of admission requirements in the first with competencies acquired in the second. Congruence between the two components is believed to improve the job prospects of graduates, because they could be easily trained for various jobs. This issue was raised in the 10 countries, and the transition from education to the world of work was also examined. The studies in the countries show how various efforts toward bridging any gap between general education and vocational training have been made. The first four chapters of this report examine educational policies--objectives, structures, and content, occupational training and retraining, directions and trends in occupational areas, and raising the relevance of training for employment in the 10 countries. The final chapter offers some conclusions and recommendations for the future. (KC)

ED 318 885 CE 054 712

Sharing Innovative Strategies for Self-Learning Materials. A Monograph.

United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.

PUB DATE- 88

NOTE- 65p.; Product of the Study Group Meeting on the Compilation of Reference Materials and Training Packages Including Distance Learning Materials of the Asia and Pacific Programme of Educational Innovation for Development (Seoul, South Korea, October 27-November 5, 1987).

AVAILABLE FROM- UNESCO Principal Regional Office for Asia and the Pacific, P.O. Box 1425, G.P.O., Bangkok 10501, Thailand.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Basic Education; Developed Nations; Developing Nations; *Distance Education; Educational Improvement; *Educational Innovation; Educational Planning; *Educational Resources; Educational Strategies; Foreign Countries; *Instructional Materials; Learning Strategies; *Models; *Multimedia Instruction; Postsecondary Education; Program Descriptions; Program Implementation; Secondary Education; Workshops

IDENTIFIERS- *Asia Pacific Region

A workshop was conducted to examine educational materials developed in countries in Asia and the Pacific in order to make available exemplary materials to share with other educators in the region. This booklet is a product of that workshop. It includes an overview of the innovative materials selected and two chapters describing innovative projects and materials and follow-up plans for national workshops. The projects and materials profiled include the following: (1) learning to learn; (2) extension study materials; (3) the multimedia approach; and (4) research and evaluation. An appendix lists sources of original materials. (KC)

ED 318 886 CE 054 719

Gleich, Patricia K.; And Others
Older Worker Readiness Project. Job Preparation Centers for Individuals 55 and Over.
Kentucky State Literacy Commission, Frankfort.
PUB DATE- Apr 88
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Computer Assisted Instruction; *Employment Potential; Functional Literacy; Instructional Materials; *Job Search Methods; *Literacy Education; *Middle Aged Adults; Self Esteem; Tutoring
IDENTIFIERS- *Job Training Partnership Act 1982; *Kentucky; Older Workers; Workplace Literacy

The Older Worker Readiness Program, a demonstration program funded by the Kentucky Department for Employment Services during 1987-88, developed three centers to provide a combination of job search skills and literacy skills for individuals over 54 who want to enter the work force. A job placement component eventually was put in place for participants who finished the course. The three sites, developed in cooperation with existing agencies or organizations and using space on college campuses, were in a small city, a larger urban area, and a metropolitan area. The key instructional components of the program include (1) one-to-one tutoring; (2) reading, writing, math, and job search curricula; (3) instructors who also are older than 54 and who meet Job Training Partnership Act low income guidelines; (4) use of the language experience method; (5) active involvement of participants in the planning of the instruction in order to increase their feelings of self-worth and motivation to continue the program; (6) use of computer-assisted instruction; (7) materials that are appropriate for adult students; (8) materials that are job related when participants know what job they want to prepare for; and (9) opportunities to practice job contact calls and interviews. (The document includes information on staff selection and training, participant recruitment, goals and objectives, evaluation, and instructional materials. Sample letters, a description of the entrance testing procedure, counseling and tutoring forms, a sample workshop agenda, a participant data sheet, and profiles of older workers are included.) (CML)

ED 318 887 CE 054 755

Ooms, Theodora; Herendeen, Lisa
Teenage Parenthood, Poverty and Dependency: Do We Know How To Help? Background Briefing Report and Meeting Highlights.
American Association for Marriage and Family Therapy, Washington, DC. Research and Education Fund.; Coalition of Family Organizations.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 13 Oct 89
NOTE- 39p.; Highlights of an American Association for Marriage and Family Therapy (Washington, DC, October 13, 1989).
AVAILABLE FROM- American Association for Marriage and Family Therapy, Research and Education Foundation, 1717 K Street, NW, Suite 407, Washington, DC 20006 ($6.25; 10 or more: 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; *Early Parenthood; Employment Programs; Family Life Education; Family Programs; *Family Relationship; *Fathers; *Marriage; *Mothers; *Policy Formation; *Poverty; Welfare Recipients

IDENTIFIERS- Maryland (Baltimore); New Chance Project; Project Redirection

This document contains a summary of a policy seminar, "Family Centered Social Policy: The Emerging Agenda," a background briefing report on the seminar, and a 50-item reference list. The first section summarizes presentations by K. M. Harris on a Baltimore study of teen mothers' welfare experience; Robert Lerman on young fathers; and Janet Quint on developing, managing, and evaluating two research and demonstration programs, Project Redirection and New Chance. Topics covered in the briefing report include (1) scope of the problem of teenage parenthood, including teenage welfare dependency and poverty, public costs, and intergenerational consequences; (2) adolescent mothers in later life, including a summary of the Baltimore study; (3) the role of young fathers in the poverty of teen parenthood; (4) programs that help teenage mothers; (5) programs that help young fathers; and (6) implications for policy. (CML)

ED 318 888 CE 054 756

Understanding Learning Outcomes. A Development Paper.
National Inst. of Adult Continuing Education, Leicester (England). Unit for the Development of Adult Continuing Education.
REPORT NO.- ISBN-0-900559-91-8
PUB DATE- Nov 89
NOTE- 23p.
AVAILABLE FROM- National Institute of Adult Continuing Education Publications Sales Department, 19B De Montfort Street, Leicester LE1 7GE, England (2.00 pounds).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accreditation (Institutions); Adult Education; Adult Students; Criterion Referenced Tests; *Evaluation Criteria; Foreign Countries; *Instructional Effectiveness; Norm Referenced Tests; *Outcomes of Education; *Student Educational Objectives; *Student Evaluation; Testing; Vocational Education

A greater emphasis on the outcomes of learning should help provide more effective approaches to learning and widen participation. More careful and comprehensive analysis of outcomes could also make evaluation and curriculum development more effective. Education and training bring about change (learning outcomes) in individuals. Those outcomes include subject-based outcomes such as knowledge and comprehension, and personal outcomes, including interpersonal skills such as teamwork and intra-personal skills such as critical self-reflection. Describing and recognizing the outcomes of learning provides an opportunity to recognize that the achievements of learners are concerned with a broad range of benefits, including knowledge and competence. Outcomes describe explicitly what learners will be able to do as a result of learning as well as the standards that will be required in the accreditation and assessment of learning. Learning outcomes could be the basis of unit credit systems in vocational and nonvocational areas of education. Learning outcomes offer a means of measuring effectiveness as distinct from simple efficiency. If outcomes are to be a useful tool, they must be clearly described, have publicly stated standards, and be capable of valid and reliable assessment. A framework for assessing outcomes would involve assessing (1) those outcomes expected by learners, education providers, and customers (such as employers); (2) actual outcomes that may affect any of those groups but that may not have been expected; and (3) those that are criterion referenced, norm referenced, or personally referenced. (CML)

Understanding Competence. A Development Paper.
National Inst. of Adult Continuing Education, Leicester (England). Unit for the Development of Adult Continuing Education.

REPORT NO.- ISBN-0-900559-90-X
PUB DATE- Oct 89
NOTE- 40p.
AVAILABLE FROM- National Institute of Adult Continuing Education, 19B De Montfort Street, Leicester LE1 7GE, England (2 pounds).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Competence; Competency Based Education; Employment Potential; *Employment Qualifications; Foreign Countries; *Outcomes of Education; School Business Relationship; Secondary Education; Systems Analysis; Transfer of Training; Vocational Education
IDENTIFIERS- *Great Britain; National Council for Vocational Qualifications; *Unit for the Development of Adult Continuing Educ

Competence is one of the outcomes of learning. Competence embraces both specific task skills and the understanding, knowledge, attitude, and personal skills required to carry out that task effectively. An education and training system built on a broad definition of competence would give greater control to the users of the system (the individuals and the employers); and less to the deliverers (teachers, trainers, institutions, and awarding and accrediting bodies). Such a system is likely to serve the interests of learners better but could meet resistance from a variety of sources. Although the National Council for Vocational Qualifications of Great Britain has been set up to develop a national, competence-based framework specifically for vocational qualifications, the ideas are likely to have a significant influence on nonvocational and higher education. The methodology of functional analysis to define competence in vocational areas is broader than traditional approaches to skill assessment; however, it does not address such questions as personal effectiveness, transferability, and potential. There are alternative approaches to building competence models, such as those based on the techniques of job competence assessment developed in the United States and explored in educational contexts in Britain by the Unit for the Development of Adult Continuing Education (UDACE). (CML)

ED 318 890 CE 054 758

Percy, Keith; And Others
Learning in Voluntary Organisations.
National Inst. of Adult Continuing Education, Leicester (England). Unit for the Development of Adult Continuing Education.
REPORT NO.- ISBN-0-900559-81-0
PUB DATE- 88
NOTE- 86p.
AVAILABLE FROM- National Institute of Adult Continuing Education, 19B De Montfort Street, Leicester LE1 7GE, England (5 pounds).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Apprenticeships; Certification; Education Work Relationship; Experiential Learning; Foreign Countries; Interpersonal Relationship; *Lifelong Learning; Peer Teaching; Testing; *Voluntary Agencies; *Volunteers; *Volunteer Training
IDENTIFIERS- *England; *Informal Education

A project contacted approximately 800 voluntary organizations in northwest England to describe the learning activities in which volunteers take part. Data were collected through mail surveys, telephone interviews, face-to-face interviews, general observation, structured time observation, and case study. The following were among the findings reported: (1) adults join voluntary organizations to do rather than to learn, but doing seems to require learning activity or even to be learning activity; (2) the formal learning activities were teaching, discussion, training, and assessment and certification; (3) the informal learning activities were practice learning, apprenticeship learning, learning from experience, and learning through social interaction; and (4) although there is little evidence that adults join voluntary activities for reasons of personal development, there is ample evidence that voluntary organization activity of all kinds is a vehicle for the personal development of members. (The document includes 2 figures, 19 tables, and a total of 14 references.)

ED 318 891   CE 054 759

Geary, David
Open Learning for Process Operators. ZIFF Papiere 78.
FernUniversitat, Hagen (West Germany). Zentrales Inst. fur Fernstudienforschung Arbeitsbereich.
PUB DATE- Jan 90
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Accreditation (Institutions); Adult Vocational Education; *Chemical Industry; Chemistry; Communications; Cooperative Programs; Fluid Mechanics; Foreign Countries; Heat; *Independent Study; Industrial Training; Instrumentation; *Job Training; Learning Modules; Manufacturing; Mathematics; *Nontraditional Education; Occupational Safety and Health; *Open Education; Student Projects
IDENTIFIERS- *England

This document describes the development and implementation of an open learning course for shift operators who work in British process industries. The course was developed collaboratively during 1979-82 by B.P. Chemicals Ltd. and Grimsby College of Technology and Arts, using the Business and Technician Education Council certification program. Following an abstract in German and a short introduction, the two collaborating parties are described. Open learning is described as learning for which there is often no entry requirements; learners can choose what to study, where and when to study, and what instructional materials to use; specially prepared packages of instructional materials are often used; and learners will have regular contact with a tutor and/or counselor. The training needs of B.P. Chemicals Ltd. (including the requirements that the course involve no time off work, have no academic entry requirements, be provided at no cost to students, and lead to a nationally recognized qualification) are listed, as well as the Grimsby College response to those constraints. The course is described in terms of units for three levels (mathematics, physical science, chemistry, instrumentation systems, communications studies, unit operations, fluid and heat transfer, safety, communication studies, plant technology, unit operations, plant combustion and steam, and student projects), learning objectives, materials, course organization, student recruitment for the pilot year, and dropouts among the pilot group. The next section describes the activities since the pilot year, including changes made in the course on the basis of student feedback. The document concludes with short sections on the value of the training to the company, the titles of student projects, and the costs of open learning. (CML)

ED 318 892 CE 054 761

Emery, Mary, Comp.; And Others
Community Education and Economic Development: Activities in the Field and Potential New Models.
Washington State Univ., Pullman. Center for Community Education and Economic Development.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- Jun 88
NOTE- 104p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Community Development; *Community Education; *Economic Development; *Entrepreneurship; *Government School Relationship; Outcomes of Education; *School Business Relationship; State Aid

This document includes three papers, a summary, a 19-item reference list, and four appendices. The papers are as follows: "Community Education and Economic Development" (McDaniel); "What Is Happening out There? Two Surveys of Community Education Activities in Local Economic Development" (Horton, Emery, and McDaniel); and "Educational Programs Supportive of Local Economic Development: Models to Consider for Community Education" (Emery). The third paper includes descriptions of 11 programs for increasing opportunity, 8 programs to promote entrepreneurship and business development, and 11 programs for improving the local economy. Each program description includes a discussion of the possibilities for community education and address and telephone number for further information. Appendix A provides the survey instrument and numeric survey results. Appendix B includes a checklist of questions for community educators seeking to expand their economic development activities. Appendix C lists state agencies in economic development. Appendix D lists community education organizations and agencies. (CML)

ED 318 893 CE 054 762

Horton, Diane, Comp.
A Primer on Entrepreneurial Education for Community Educators.
Washington State Univ., Pullman. Center for Community Education and Economic Development.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- Jun 89
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Business Administration Education; *Community Development; *Community Education; Distributive Education; Economic Development; Economic Opportunities; Education Work Relationship; *Entrepreneurship; High Schools; Management Development; Postsecondary Education; Program Development; *Self Employment

This document is intended to help community educators decide whether to pursue an entrepreneurship program and how to organize the program. It includes a summary of various models and resources that exist. The first section reviews an 1988 survey conducted by the Center for Community Education and Economic Development, which showed a nationwide concern of community educators for increased involvement in local economic development programs. The second section examines several myths associated with entrepreneurs and entrepreneurship. The third section describes a program development process that includes selection of an advisory committee, identification of needs, curriculum selection, resource identification, funds acquisition, network formation, prestart-up evaluation, and commencement of the program. The fourth section describes a digest called "Resources for Entrepreneurship Education" and two curriculum models called "PEP" (Pre-Entrepreneurship Program) and "PACE" (Program for Acquiring Competence in Entrepreneurship). Suggestions are made for optimizing the curriculum. A bibliography includes 10 references, and the appendices contain two personality inventories; information on 3 entrepreneurship and business development programs for youth and 23 that focus on adults; information such as purposes, telephone numbers, and contact persons of organizations that provide resources in the form of assistance in planning, staff development, technical aid, and referrals; and a list of 85 publications, some of which are annotated. (CML)

DOCUMENT RESUME

ED 318 894 CE 054 769

Bucy, Harriet Hanauer

School-Community-Business Partnerships. Building Foundations for Dropout Prevention.

National Dropout Prevention Center, Clemson, SC.; York County School District 3, Rock Hill, S.C.

PUB DATE- Apr 90
NOTE- 57p.
AVAILABLE FROM- Publications Department, National Dropout Prevention Center, Clemson University, Clemson, SC 29634-5111 ($8.00 plus shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Coordination; Community Resources; *Cooperative Programs; *Dropout Characteristics; *Dropout Prevention; *Program Evaluation; Program Implementation; *School Business Relationship; *School Community Relationship; Secondary Education
IDENTIFIERS- *Partnerships in Education

This manual was developed to provide businesses with practical and easily implemented ways to meet the needs of local schools. It provides ideas and approaches for developing partnerships focused on school dropouts by exploring problems and pitfalls and offering solutions. The document has five chapters; a 21-item reference list; a description of the National Dropout Prevention Center's collection of databases, FOCUS; a 13-item listing of additional resources, and sample materials for partnership programs. Chapter 1 discusses recognizing the problem of dropouts. Chapter 2 addresses ways of dealing with the problem and why school efforts are not enough. Chapter 3 describes structuring a community partnership program and includes a planning guide for partnership activities. Chapter 4 provides examples of working partnerships. Chapter 5 discusses how to keep the momentum of a program going through monitoring, public relations and recognition, and evaluation and feedback. (CML)

ED 318 895 CE 054 771

The Montgomery GI Bill. Hearings before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, One Hundred First Congress, First Session (September 14 and 21, 1989).

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.

PUB DATE- Sep 89
NOTE- 473p.; Serial No. 101-26. Document contains small type and photographs which will not reproduce well.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Allied Health Occupations; Career Choice; Educational Finance; Fringe Benefits; *Military Personnel; Postsecondary Education; *Recruitment; *Student Financial Aid; *Veterans Education
IDENTIFIERS- Congress 101st; *G I Bill; *Veterans Administration

This document includes testimony and prepared statements on the Montgomery GI Bill by House committee members and Horton, Department of Veterans Affairs; Berteau, Department of Defense; Conte, Department of Defense; Conaway, National Guard Bureau; Bultman on behalf of Ward, Army Reserve; Scheer, Air Force Reserve; Taylor, Naval Reserve; Looney, Marine Corps Reserve; Faigle, Coast Guard Reserve; Kiefner, National Guard Association; Lively, Reserve Officers Association; Hendricks, Enlisted Association of the National Guard; Nolan, Fleet Reserve Association; and Berkman, Office of the Secretary of Defense. The document also includes testimony and prepared statements submitted on September 21, 1989, by House committee members and Ono, U.S. Army; Hickey, U.S. Air Force; Donovan, U.S. Navy; Passmore, U.S. Coast Guard; Looney, U.S. Marine Corps; E. Johnson, Association of the U.S. Army; R. Johnson, Non-Commissioned Officers Association; Clark, Air Force Sergeants Association; Cobb, Navy League; Price, Air Force Association; Robertson, American Legion; Bollinger, Paralyzed Veterans of America; and Magill, Veterans of Foreign Wars. Two reports are included: Expanding the Montgomery GI Bill-Selected Reserve to Include Graduate School and Vocational Training, and the annual report of the Reserve Forces Policy Board, Reserve Component Programs--Fiscal Year 1988. (CML)

ED 318 896 CE 054 775

Fido, A. T.; Wood, D. O.
Safety Management Systems.
Further Education Unit, London (England).
REPORT NO.- ISBN-1-85338-182-9
PUB DATE- 89
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrative Organization; Adult Education; *Cost Effectiveness; *Educational Administration; Foreign Countries; Insurance; Job Training; Labor Force Development; Management Development; *Management Systems; *Occupational Safety and Health; Probability; *Risk
IDENTIFIERS- *Great Britain

This document discusses the issues that need to be considered by the education and training system as it responds to the changing needs of industry in Great Britain. Following a general introduction, the development of quality management ideas is traced. The underlying principles of safety and risk management are clarified and the implications of associated costs are discussed. A suggestion is made that part of the success of the introduction of quality management systems was based on clear definitions and recommend definitions that may be considered in regard to safety and risk systems. Amendments to the 1987 industry standard are proposed to produce a model document on risk management systems. Recommendations for steps to be taken by education and training systems are included. Appendix 1 provides definitions and issues relating to quality management systems. Appendix 2 contains a model standard for risk management systems. Appendix 3 includes legal definitions of employee, occupier, and employer. (CML)

ED 318 897 CE 054 776

Implementing CPVE. Practical Advice on Designing, Operating and Evaluating CPVE.

Further Education Unit, London (England).

REPORT NO.- ISBN-1-85338-171-3
PUB DATE- 89
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Behavioral Objectives; Business Education; Career Counseling; *Career Exploration; Curriculum Development; *Educational Administration; Foreign Countries; Models; *Prevocational Education; *Program Design; Program Evaluation; Program Implementation; Qualifications; Secondary Education
IDENTIFIERS- *Great Britain

This document on Courses of Pre-Vocational Education (CPVE) in Great Britain includes two parts and two appendices. Part 1 provides the basic principles of prevocational education, particularly as they are included in the CPVE framework. It discusses the background of CPVE, including prevocational education, the CPVE framework, what and how students should learn, and accreditation and progression in CPVE. Part 2 provides a guide for implementing CPVE. It includes information on managing the course; designing the course; operating the course design with specific information on learning objectives and assessment, assignment design, guidance and counseling, and progression; and evaluating the course through course design and implementation. Examples used in Part 2 are from business and administrative services courses. Appendix 1 provides a summary of CPVE specifications. Appendix 2 lists 12 sources of further information about CPVE. (CML)

ED 318 898 CE 054 783

America's Hidden Treasure. The Urgent Need To Recognize and Promote the Nation's Vocational-Technical Education System. A Report to the American People.

National Council on Vocational Education, Washington, DC.

PUB DATE- 89
NOTE- 53p.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Adult Education; Advisory Committees; Competence; Cooperative Programs; Demonstration Programs; Disabilities; *Economic Development; Educational Improvement; *Educational Policy; Employer Attitudes; High Risk Students; Integrated Curriculum; Job Skills; *Labor Force Development; Lifelong Learning; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Retraining; Role Models; School Business Relationship; Secondary Education; Special Needs Students; Technical Education; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984

This document contains the National Council on Vocational Education's recommendations for improving the effectiveness of the vocational-technical educational system. They follow a list of council members, explanations of the Carl D. Perkins Vocational Education Act and the purpose of the council, a quiz on vocational-technical education for the reader, and a description of vocational-technical education as a hidden national treasure. The recommendations address the council's desire to (1) improve program effectiveness by offering states flexibility in providing services to special populations, further implementing the concept of technical committees, and maintaining the emphasis on academic skills; (2) increase the cooperation between business and vocational education by expanding model programs; (3) retrain adults by emphasizing lifelong learning; (4) provide access to information regarding the market demand for skills by developing a national labor force database; (5) meet the needs of handicapped people by establishing successfully employed graduates as role models; (6) link vocational education with the Job Training Partnership Act (JTPA) by (among other things) making similar the timetables for vocational education and JTPA; and (6) provide current information on the types and levels of occupational competencies by working with business, industry, and labor. The document also includes information on the council's national awareness campaign and awards it presents, a summary of its meetings in 1988, biographies of members, and seven references. (CML)

ED 318 899 CE 054 787

Littlefield, John F., Ed.; West, Sharon Crook, Ed.
Correctional Training, Industries and Education. TIE.
Correctional Education Association.; Correctional Industries Association, Lexington, KY.; Eastern Kentucky Univ., Richmond. Dept. of Correctional Services.
PUB DATE- 90
NOTE- 40p.; Papers presented at the Training, Industries and Education Conference (2nd, Cincinnati, OH, November 1988).
AVAILABLE FROM- Department of Correctional Services, Eastern Kentucky University, 217 Perkins Bldg., Richmond, KY 40475-3127 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Correctional Education; Employment Potential; Federal Aid; Illiteracy; Literacy Education; *Program Design; Theory Practice Relationship; *Transitional Programs; Vocational Education; *Vocational Evaluation; Work Experience Programs
IDENTIFIERS- Correctional Education Association; Correctional Industries Association; Workplace Literacy

This monograph includes the following seven papers: "The TIE (Training, Industries, Education) Concept--Moving from Theory to Practice" (Grieser); "Proposals for Prison Education and Training in Prison Industries" (Norris); "Implementation of TIE: Some Legislative Aspects" (Miller); "Federal Prison Industries TIE: An Update" (Muth); "Vocational Assessment and the Role of Vocational Programming in the Prison Setting" (Platt, Briscoe); "A Review of Federal Support of TIE: Yesterday and Today" (Miller); and "Illiteracy and the Workplace: Implications for the Education and Training of Offenders" (Coffey). Information on the Correctional Education Association and the Correctional Industries Association is also included. (The goal of TIE programming is to increase the skills and productivity of the inmate work force and to enhance the offenders' employability. The provision of comprehensive education and work programs should help to facilitate the offender's successful transition to the community.) (CML)

Success in the Works. A Policy Paper. A Labour Force Development Strategy for Canada = Le Nouveau Mode d'Emploi. Enonce de Politique. Une Strategie de Mise en Valeur de la Main-d'Oeuvre Canadienne.

Canada Employment and Immigration Commission, Ottawa (Ontario).

PUB DATE- 89

NOTE- 51p.
LANGUAGE- English; French
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Corporate Education; Foreign Countries; Fringe Benefits; Job Training; *Labor Force Development; Labor Needs; *Private Sector; *Public Sector; Skilled Occupations; Technological Advancement; Unemployment; *Unemployment Insurance
IDENTIFIERS- *Canada

This document provides the same report in English and French. Part 1 of the document outlines the challenges and opportunities of the Canadian labor force and of government programs, such as Unemployment Insurance (UI). Part 2 describes the labor force development strategy, the Canadian government's plan to respond to the challenges of market changes, occupational shifts, technology changes, unemployment, skilled labor shortages, and lack of formal training by Canadian businesses. Specific planned policy responses include reinforcement of private sector training, initiatives to help the unemployed, new benefit provisions in UI, and benefits access amendments to the UI Act. Part 3 describes the process of implementing the proposed initiatives. Appendix 1 outlines the expenditures and reallocations that would be required by the labor force development strategy. Appendix 2 lists the variable entrance requirements for regional unemployment rate and weeks of insurable employment needed in the qualifying period. Appendix 3 provides a table of the number of weeks UI benefits can be received under the proposed amendment to the UI benefit schedule. (CML)

ED 318 901 CE 054 796

Barbera-Hogan, Mary
Straight Talk on Careers: 80 Pros Take You into Their Professions.
REPORT NO.- ISBN-0-912048-48-4
PUB DATE- 87
NOTE- 255p.
AVAILABLE FROM- Garrett Park Press, P.O. Box 190B, Garrett Park, MD 20896 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountants; Acting; Administrators; Allied Health Occupations; Athletes; Authors; Computers; Employment Qualifications; Engineers; Film Production Specialists; Fire Fighters; High Schools; Hospitality Occupations; Journalism; Lawyers; Military Personnel; Musicians; *Occupational Information; Physicians; Police; Postsecondary Education; *Professional Occupations; *Professional Personnel; Sales Occupations; Teachers

In this document, which is intended to give high school and college students realistic occupational information, 80 professionals tell what their jobs are like. The information was collected during interviews and is presented in a conversational tone. The professionals work in computer fields, business, hotel and restaurant management, engineering, law, writing, acting, music, directing, journalism, medicine, sports, education, the military, and protective services. In addition to the professionals' comments, each section contains a brief introduction to the profession, current statistics in the field, and a summary of applicable educational requirements. The document also contains a list of organizations that may provide additional career information and a 101-item bibliography arranged by occupation. (CML)

ED 318 902 CE 054 798

The Womanly World of Long Term Care: The Plight of the Long Term Care Worker. Gray Paper.

Older Women's League, Washington, DC.

SPONS. AGENCY- Retirement Research Foundation.

PUB DATE- 89

NOTE- 16p.; Adapted from "Chronic Care Workers: Crisis among Paid Caregivers of the Elderly" by Alice Quinlan (Older Women's League/AFSCME 1988).

AVAILABLE FROM- Older Women's League, 730 Eleventh Street, N.W., Suite 300, Washington, DC 20001.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Caregivers; Employer Employee Relationship; Employment Practices; Futures (of Society); *Home Health Aides; Labor Conditions; *Long Term Care; *Nurses Aides; Nursing Homes; Older Adults; Personal Care Homes; *Quality of Working Life; Wages; *Work Environment

Long-term care workers (those who are paid to provide custodial care for long-term patients in nursing homes or at home) must care for a growing number of increasingly disabled or dependent persons.

They are working for agencies and institutions under growing pressure to increase productivity. They face new training and competency requirements, and most work for low wages and few benefits, a situation that is unlikely to change soon. This crisis is real and will only get worse. The burdens of cost containment cannot be borne largely by an exploited female work force. As comprehensive long-term care programs are debated, questions of financing and reimbursement are not the only issues. Service delivery is a central issue. Who will provide daily care? How will providers be recruited, trained, and retained? The solutions will require a new model of care. Nursing aides and home health aides are oppressed by the acute medical model that still dominates long-term care services, as "skilled" and "custodial" categories of care created by Medicare lock them into underclass status. Are these workers truly "unskilled," is the real issue the disdain in which caregiving and nurturing is held? Since the general perception is that anyone can do it, and those who do are nearly all women, the work is not truly valued. Long-term care workers and their advocates are responding to these pressures by organizing to ensure both the quality of long-term care and the quality of worklife for paid long-term care workers. (Includes 37 reference notes.) (KC)

ED 318 903 CE 054 799

Leonard, Frances
Older Women and Pensions: Catch 22. Gray Paper.
Older Women's League, Washington, DC.
SPONS. AGENCY- Retirement Research Foundation.
PUB DATE- 88
NOTE- 20p.
AVAILABLE FROM- Older Women's League, 730 Eleventh Street, N.W., Suite 300, Washington, DC 20001 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Divorce; *Eligibility; Employed Women; *Employer Employee Relationship; Employment Level; Employment Patterns; *Employment Practices; *Females; Fringe Benefits; Older Adults; Personnel Policy; Retirement; *Retirement Benefits; Salary Wage Differentials; *Sex Discrimination; Widowed
IDENTIFIERS- Employee Retirement Income Security Act; *Feminization of Poverty; Retirement Equity Act 1984; Social Security; Tax Reform Act 1986

Older women, who comprise two-thirds of the retired U.S. population, share substantially less of the $1.3 trillion worth of over 800,000 private and public pension plans by every way of measurement. Of the one-in-five women receiving pension income, some obtain it from their own paid work history, while others are widows and divorced women who receive survivor's benefits from their husbands' plans. Of white men over the age of 65, 47 percent receive an average of $7,506 in annual pension income, whereas only 22.2 percent of white women get pensions averaging $4,390; 28.2 percent of Black men receive pensions averaging $5,102 and 15.4 percent of Black women receive $4,496; 28.1 percent of Hispanic men receive pensions averaging $5,594 and 7.1 percent of Hispanic women get pensions averaging $4,383. No law, federal or state, requires that private employers offer their employees retirement coverage of any kind except Social Security. Pension plans reward the long-term, steady worker with low mobility and high earnings; this conforms best to the white male work pattern. Private pension plans are regulated by the 1974 Employee Retirement Income Security Act (ERISA), the 1984 Retirement Equity Act (REA), and the 1986 Tax Reform Act (TRA). The reforms included in these laws are primarily not retroactive; thus it will be decades before women reach parity in pensions. Problems occur in the areas of vesting, age exclusions, part-time exclusions, portability, cost of living increases, and pension integration with Social Security. Hundreds of thousands of public pension plans have varying requirements that affect millions of women; thus government pensions represent a major area of unfinished business for women's pension rights. (Fifteen reference notes and 10 organizational resources are included in the paper.) (CML)

ED 318 904 CE 054 801

Leonard, Frances; And Others
Health Care Financing and Midlife Women: A Sick System. Gray Paper.
Older Women's League, Washington, DC.
SPONS. AGENCY- Retirement Research Foundation.
PUB DATE- 86
NOTE- 14p.
AVAILABLE FROM- Older Women's League, 730 Eleventh Street, N.W., Suite 300, Washington, DC 20001.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Eligibility; *Females; Financial Support; *Government Role; *Health Insurance; Insurance Companies; *Middle Aged Adults; Policy Formation; Public Policy; *Sex Discrimination

The private health financing system in the United States does not meet the needs of much of the population, especially midlife women (aged 35-65). It is no longer possible for anyone but the richest persons to pay for their own health care. This situation developed during the past 3 decades, during which employer-paid health care expanded enormously and health insurance companies assumed the role of provider of health care. During this expansion, however, per capita medical costs rose more than 1,000 percent: doctors' fees rose 700 percent, and hospital costs rose almost 1,000 percent. Now, more and more workers are being left without insurance, as employers balk at the ever-increasing cost of premiums. The plight of midlife women is most acute, because they often lose their group insurance upon divorce or the death of their husbands and cannot get into another group, even if they can afford to pay for insurance, because of preexisting conditions greatly skewed against women by the insurance companies. It is time for the Federal Government to resume the role that it turned over to the insurance companies. A minimally respectable health policy would ensure that all citizens have their medical needs met, either with the full cost supported by taxes or subsidized in such a way that the out-of-pocket cost is not determined by misfortune or chance of disease. The government must act now to insure that persons are not crushed financially by illness or accident. (Includes 37 reference notes.) (KC)

ED 318 905 CE 054 804

Report on the Status of Midlife and Older Women in America. Mother's Day Report 1986.

Older Women's League, Washington, DC.

PUB DATE- 86
NOTE- 9p.; Figures are presented on colored background.
AVAILABLE FROM- Older Women's League, 730 Eleventh Street, N.W., Suite 300, Washington, DC 20001 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Child Rearing; Diseases; Divorce; Dual Career Family; Employed Women; *Employment Level; Family Caregivers; *Females; Health Insurance; Income; Labor Force; Labor Force Nonparticipants; *Marital Status; Middle Aged Adults; Older Adults; Poverty; *Quality of Life; Retirement Benefits; *Salary Wage Differentials; Widowed
IDENTIFIERS- *Feminization of Poverty; Social Security

The U.S. population includes over 23 million women aged 45 to 64 and 17 million women aged 65 and over. Their life experiences are very different from those of men. The median total income of women trails that of men at all ages. Women at all ages are twice as likely as men to be poor. Poverty among the elderly is closely associated with sole reliance on Social Security. Women receive lower Social Security benefits than men. The retirement income of women is less likely to be supplemented by pension income than that of men. Midlife and older women are much more likely to be widowed or divorced than men. Whether owning or renting, housing costs represent a burden for lower income households, female-headed households, and the very aged. More than 13 million women aged 45 or over are in the work force. Most women in dual-earner couples earn less than half the amount their spouses earn. Older women who lose their jobs stay unemployed longer than younger workers, earn less in subsequent jobs, and are more likely to become discouraged and drop out of the labor force. For women, health insurance coverage is highly dependent on both marital status and employment status. There is a strong correlation between poverty and ill health among the elderly. Midlife and older women perform caregiving functions for elderly persons that have a significant impact on both the labor force participation of midlife women and the frequency of poverty among both midlife and elderly women. (A 27-item source list is included in the document.) (CML)

ED 318 906 CE 054 805

The Picture of Health for Midlife and Older Women in America.
Mother's Day Report 1987.
Older Women's League, Washington, DC.
SPONS. AGENCY- Avon Products, Inc., New York, NY.
PUB DATE- 87
NOTE- 13p.; Figures are presented on purple background.
AVAILABLE FROM- Older Women's League, 730 Eleventh Street, N.W., Suite 300, Washington, DC 20001 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Chronic Illness; Disabilities; *Diseases; *Females; Health Care Costs; *Health Insurance; Health Needs; *Health Services; Marital Status; Middle Aged Adults; Older Adults; *Sex Discrimination
IDENTIFIERS- Medicaid; Medicare

Longevity has increased tremendously during the 20th century in the United States. Although women live longer today, they can expect increased and longer periods of chronic health problems. Women tend to have more chronic diseases and disabilities than men, partly because of their greater longevity. Breast cancer is the leading cause of death among women. Heart disease is the leading cause of death for women over 65. Osteoporosis affects half of women over age 45 and 9 in 10 women over 75. Hospital use rates for midlife women and men are virtually indentical, but after age 65, men are more likely to be hospitalized than women. Employed women report fewer chronic health problems, days of incapacity, and health-related limitations on their activities than women not in the paid labor force. Most women aged 40 to 65 have employer-provided group health insurance, either through their own or their husband's employment. Women who have group health insurance through their spouse's employment can lose coverage when marital or work status changes. Medicaid does not fill in the gaps for most midlife women. Nearly all women age 65 and over (94 percent) are covered by Medicare, which pays for about half the health expenditures of the elderly. Medicare does not pay for long-term chronic care. Research on sexism in health care delivery has resulted in evidence that health care providers treat women differently from men. Many health research projects are conducted on men only. (A list of 47 sources is included.) (CML)

ED 318 907 CE 054 806

The Road to Poverty: A Report on the Economic Status of Midlife and Older Women in America. Mother's Day Report 1988.

Older Women's League, Washington, DC.

PUB DATE- 88
NOTE- 13p.
AVAILABLE FROM- Older Women's League, 730 Eleventh Street, N.W., Suite 300. Washington, DC 20001 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; Child Rearing; *Economic Status; *Employed Women; Employees; *Employment Patterns; *Equal Opportunities (Jobs); Family Caregivers; Labor Market; Older Adults; Part Time Employment; Personnel Integration; Poverty; Quality of Life; Retirement Benefits; Salary Wage Differentials; *Sex Discrimination; Unskilled Occupations
IDENTIFIERS- *Feminization of Poverty; Social Security

Women of all ages continue to enter the work force in greater numbers while the work force participation rate for males is declining. Women are disproportionately concentrated in low-paying, dead-end jobs. Employment discrimination continues to be a significant problem. Job interruptions necessitated by family responsibilities are a major factor in poverty among midlife and older women. Although the median income of women at all ages falls below that of men, the disparity is greatest for midlife women. Pension participation is least likely among low wage, part-time workers and in many industries where female workers predominate. Pension participation by women often either requires larger contributions than those paid by men or produces fewer benefits in retirement. Older women have less Social Security income than men and are more likely to rely on it as their sole source of support. Despite the increased labor force participation of women, their economic status remains tied to men. Women are negatively affected by Social Security and private pension regulations that determine the benefits they receive after divorce or the death of a spouse. Midlife women are disproportionately represented among the 21 million adults without health insurance. Family responsibilities remain the primary reason given by women who remain outside the paid work force. (A 42-item listing of sources is included.) (CML)

DOCUMENT RESUME

ED 318 908 CE 054 808

Heading for Hardship: Retirement Income for American Women in the Next Century. Mother's Day Report 1990.
Older Women's League, Washington, DC.
PUB DATE- 90
NOTE- 13p.
AVAILABLE FROM- Older Women's League, 730 Eleventh Street, N.W., Suite 300. Washington, DC 20001 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Child Rearing; *Eligibility; *Employed Women; Family Caregivers; *Homemakers; Marital Status; Occupational Mobility; Older Adults; *Retirement; *Retirement Benefits; *Salary Wage Differentials; Small Businesses
IDENTIFIERS- Individual Retirement Accounts; *Social Security

Millions of women face bleak retirement futures. In 40 years, when today's 25-year-olds retire, fewer women will be retiring married, and therefore fewer will have access to a husband's retirement income. Young women continue to face a future of significantly lower wages. Caregiving responsibilities continue to fall predominantly on women's shoulders. A lifetime homemaker has no Social Security protection in her own right. A divorced spouse becomes financially better off after her former spouse dies, because a widow receives 100 percent of her deceased husband's benefit. Lower wages prompt single and divorced women to draw their benefits early, which actuarily reduces their benefits. Among retired workers receiving Social Security benefits on their own work records, the average male receives nearly 25 percent more than does the average female. Women are penalized in pension coverage due to job mobility, leaving to assume family obligations, and working in small businesses and for lower pay. Disabled women have a difficult time qualifying for benefits. Fewer women than men participate in private individual retirement accounts (IRAs). Married working women and homemakers are penalized by IRA laws. (A 29-item list of sources is included.) (CML)

ED 318 909 CE 054 822

Directory of Colleges and Universities Granting Credits for Attainment of Rating as Certified Professional Secretary.

Professional Secretaries International, Kansas City, MO.

PUB DATE- May 89
NOTE- 13p.; Document contains colored print and paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Accounting; *Articulation (Education); Business Education; *Certification; *Credits; Economics; *Office Occupations Education; Postsecondary Education; *Secretaries; *Transfer Policy
IDENTIFIERS- *Certified Professional Secretary

This document identifies the 32 semester hours of academic credit in six areas (behavioral science in business, business law, economics and management, accounting, office administration and communication, and office technology) recommended by the American Council on Education to be granted to those who have attained the Certified Professional Secretary (CPS) rating who enroll in degree programs. The bulk of the document is a state-by-state listing of colleges and universities granting credits for the attainment of the rating as a CPS. Each entry provides the name of the educational institution, its address, and the number of credits it will grant toward what kind of degree. Many of the entries also indicate the date on which the information was provided. (CML)

ED 318 910 CE 054 827

Bean, Rita M.; And Others
Using Curriculum Based Measures To Identify and Monitor Progress in an Adult Basic Education Program. Final Report.
Pittsburgh Univ., Pa.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic Education.
PUB DATE- Jul 88
NOTE- 156p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Literacy Education; *Measurement Techniques; Oral Reading; Reading Achievement; *Reading Improvement; *Reading Instruction; Reliability; Validity; Writing Achievement; *Writing Evaluation; Writing Improvement; *Writing Instruction

The purpose of a project was to develop and test curriculum-based procedures and measures to monitor and assess the reading and writing progress of adults in a basic education program. The most efficient, reliable, and feasible measure of reading performance from beginning reading level through eighth-grade level was the repeated oral reading procedure of 1-minute readings. The most feasible and efficient measure of writing was a fluency procedure of a 3-minute writing sample. Both measures enabled teachers to chart and monitor progress of adults throughout the program. Teachers reported that the measures were useful and easy to use. Students were receptive to the measures as a means of obtaining feedback about their progress. Results suggested that curriculum-based measures may be useful in adult basic education programs because of their feasibility and reliability in monitoring the performance of adults and as a supplement to the standardized measures often used to assess performance of adults. (An instructor's guide to using curriculum-based measures of reading and writing in an adult literacy program is included, along with 11 references and 10 appendices that contain survey forms, coding sheets, data summary sheets, student reading and writing graphs, and writing prompts.) (CML)

ED 318 911 CE 054 834

Campion, Mick
Distance Education, Efficiency and Scientific Management: Some Doubts. ESTR Occasional Paper Number 12.
Murdoch Univ., Western Australia (Australia).
PUB DATE- Feb 86
NOTE- 24p.; Revised version of a paper presented at the 1983 Forum of the Australian and South Pacific External Studies Association.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Distance Education; *Educational Administration; Educational History; Educational Methods; Educational Objectives; Educational Practices; *Efficiency; Foreign Countries; *Nontraditional Education; *Performance; Politics of Education; Postsecondary Education
IDENTIFIERS- *Australia

The theme of the 1983 Australian and South Pacific External Studies Association concerned developing efficient teaching-learning systems and efficient management systems. Such an emphasis on efficiency was symptomatic in the United States' educational arena to a commitment to the practices of scientific management. The central role accorded to efficiency by some theorists of educational administration is illustrated by educational principles that use the term "raw materials" for students and "worker" for teachers. Business ideology still dominates Western discourse and those in the education sector still perceive themselves and their institutions as vulnerable to it. Institutions that provide distance education materials feel even more vulnerable than do those that maintain a more cloistered and discrete relationship with their students. The methods adopted in a standard approach to distance education materials resemble the methods of scientific management. In order to complete materials successfully, students are required to submit to an "if you can't beat them, join them" approach because the materials fail to acknowledge the centrality of the possible contributions students can make. Issues such as qualitative, as opposed to quantitative, efficiency have not been sufficiently addressed in discussions about efficiency in distance education methods. Differing political commitments generate differing standards and measures of efficiency. (10 references) (CML)

ED 318 912 CE 054 836

Kerka, Sandra
Job-Related Basic Skills. ERIC Digest No. 94.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-CE-90-94
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Education; *Basic Skills; Communication Skills; Creative Thinking; *Employer Attitudes; Functional Literacy; Goal Orientation; Interpersonal Competence; *Job Skills; Labor Force Development; Leadership; *Learning Strategies; Listening Skills; Problem Solving; *Productivity; *Program Development; Program Evaluation; Self Esteem; Simulation; Teamwork; Thinking Skills
IDENTIFIERS- ERIC Digests; *Workplace Literacy

Seven job-related basic skills identified as skills employers want are as follows: (1) learning to learn; (2) reading, writing, and computation; (3) oral communication and listening; (4) creative thinking and problem solving; (5) personal management, including self-esteem, goal setting, motivation, and personal and career development; (6) group effectiveness, including interpersonal skills, negotiation, and teamwork; and (7) organizational effectiveness and leadership. The importance of workplace literacy has been underscored by the link between basic skills and productivity. The importance of "functional context" to basic skills training for adults is illustrated by programs for extreme low-level literate persons who need long-term intensive adult literacy programs, programs for improving the effectiveness of training through basic skills improvement, and simulation programs that illustrate the effects of on-the-job mistakes without jeopardizing the employee or the work process. The steps for developing programs to improve job-related basic skills are as follows: identify the problem; prepare an action plan; design, develop, and implement curriculum; and evaluate and monitor the program. Workplace literacy programs can improve worker self-esteem and job performance, company productivity, and the nation's competitiveness. (13 references) (CML)

ED 318 913 CE 054 837

Imel, Susan
Jobs in the Future. ERIC Digest No. 95.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-CE-90-95
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062005

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Access to Education; Articulation (Education); Basic Skills; Career Education; Dislocated Workers; *Education Work Relationship; Emerging Occupations; Employment Opportunities; Employment Patterns; *Employment Projections; Human Capital; Job Development; Job Skills; Labor Economics; Labor Force; *Labor Force Development; *Labor Needs; *Labor Supply; Labor Utilization; *Nontraditional Occupations; Occupational Mobility; Postsecondary Education; Retraining; Vocational Education
IDENTIFIERS- ERIC Digests

The most significant factors affecting the labor market during the 1980s were the United States' loss of competitiveness in the world marketplace, continued shifts in production from goods to services, changes in the skill requirements of many jobs, and demographic shifts in the population. During the next decade, incompatibility between the type of work available and the kind of labor force available to do it is expected because (1) the most rapid growth will be in occupations that require some postsecondary education and training, but the work force is not expected to have the educational background to qualify for the required training and education; (2) minorities and women, who continue to enter the labor force in large numbers, are underrepresented in the fast-growing occupations and overrepresented in occupations for which the slowest growth is projected; and (3) projected job decline will displace some goods-producing workers who are not expected to have the training for other available jobs and, unless men infiltrate the "pink collar ghetto," there may be serious worker shortages in health occupations. Strategies for vocational and career educators include playing a larger role in dropout prevention; developing articulation models between secondary and postsecondary education; emphasizing the importance of all students considering nontraditional occupational choices; developing programs that are accessible to all groups within the population; and providing programs that include the development of basic skills as well as those that are occupationally specific. (CML)

ED 318 914 CE 054 838

Imel, Susan

Vocational Education Performance Standards. ERIC Digest No. 96.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-CE-90-96
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Access to Education; *Accountability; *Competence; *Educational Quality; Employment Level; Job Skills; Occupational Tests; *Outcomes of Education; Performance; Postsecondary Education; *Program Evaluation; Secondary Education; *Standards; Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; ERIC Digests

Pending legislation for the reauthorization of the Carl D. Perkins Vocational Education Act mandates the development of performance indicators or standards, which are also called educational indicators, quality indicators, outcome indicators, performance standards, and performance measures. There is general agreement that indicators or standards are single or composite statistics that reveal something about the performance or health of an educational system. Three of the most frequently used outcome measures developed for vocational education in the last decade are labor market (including job placement, earnings, and the duration of employment and unemployment), learning (most often measured in occupational competency testing), and access (monitoring the numbers of women, minorities, and students with special needs who are enrolled in programs). None of the outcome measures currently in use appears to be sufficient when used singly, although some combination of labor market, learning, and access outcomes seems promising. Illinois and Minnesota are working on such combinations. Developing and implementing a system of performance standards for vocational education requires making demanding decisions on performance assessment, accountability, and actions. Among potential problems are the impact of performance standards on those whom the program serves, the influence of performance standards on the types of training provided, the difficulty of meeting multiple standards, and the difficulty of adjusting standards for programs in different labor markets. (CML)

ED 318 915 CE 054 839

Wagner, Judith O.
Locating Vocational Education Curricula. ERIC Digest No. 97.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-CE-90-97
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Access to Information; Consortia; Curriculum Development; *Educational Resources; Information Networks; *Information Sources; *Instructional Materials; Media Selection; Postsecondary Education; *Resource Materials; Secondary Education; *Shared Resources and Services; *Vocational Education
IDENTIFIERS- Curriculum Coordination Centers; ERIC Digests; *National Network for Curr Coord in Voc Tec Educ; State Liaison Representatives; Vocational Education Curriculum Materials Database

To find vocational education curriculum materials, educators can contact their State Liaison Representative (SLR) to the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE), regional Curriculum Coordination Center (CCC), state vocational education resource center (SVERC), and/or one of the consortia that develop and sell vocational education materials. They may also search the ERIC (Educational Resources Information Center) and VECM (Vocational Education Curriculum Materials) databases. ERIC is a general education database that contains more than 700,000 references to print documents. VECM is limited to instructional materials but includes audiovisual as well as print materials. The NNCCVTE is made up of six regional CCCs and a web of SLRs that serve as links between the education community of a particular state and its regional CCC. One of the advantages of borrowing curriculum from a regional CCC is that the materials can be reviewed and evaluated before purchase. Some SVERCs are maintained as libraries of print and audiovisual vocational education materials, and provide services such as curriculum development workshops and computer searches. SVERCs can be contacted by calling a state department of vocational education, SLR, or CCC. Among the many commercial and nonprofit agencies that develop curriculum materials are the Vocational-Technical Education Consortium of States (V-TECS), Mid-America Vocational Curriculum Consortium, and American Association of Vocational Instructional Materials. (CML)

ED 318 916 CE 054 848

Mackert, Howard C.; Heiserman, Russell L.
Automotive Electronics. Teacher Edition (Revised).
Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
PUB DATE- 88
NOTE- 412p.; Edited by Dan Fulkerson.
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074-4364 (order no. CN602301: $14.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Mechanics; Classroom Techniques; Course Content; Curriculum Guides; *Digital Computers; Electrical Systems; Electronic Equipment; *Electronics; Entry Workers; *Job Skills; Learning Activities; Learning Modules; Lesson Plans; Occupational Safety and Health; Postsecondary Education; Power Technology; Secondary Education; *Semiconductor Devices; Skill Development; Small Engine Mechanics; Teaching Methods; Test Items; Units of Study

This learning module addresses computers and their applications in contemporary automobiles. The text provides students with information on automotive microcomputers and hands-on activities that will help them see how semiconductors and digital logic devices fit into the modern repair facility. The module contains nine instructional units that cover the following topics: (1) introduction to automotive electronics; (2) safety and accident prevention; (3) automotive DC electronics; (4) semiconductors; (5) digital electronics; (6) automotive microprocessors; (7) computerized engine controls; (8) diagnostic codes and troubleshooting; and (9) automotive microprocessor applications. Each instructional unit follows a standard format that includes some or all of these eight basic components: performance objectives, suggested activities for teachers and students, information sheets, assignment sheets, job sheets, visual aids, tests, and answers to tests and assignment sheets. All of the unit components focus on measurable and observable learning outcomes and are designed for use for more than one lesson or class period. Instructional task analyses; a list of tools, equipment, and materials; and 22 references are also included. (KC)

ED 318 917 CE 054 852

Sprinkle, Tom; Huston, Jane, Ed.
Diesel Electrical Systems. Teacher Edition (Revised).
Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
PUB DATE- 89
NOTE- 414p.; For related documents, see ED 227 245, ED 317 823, CE 054 853, and CE 055 218.
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074-4364 (order no. 400035: $24.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Mechanics; Classroom Techniques; Course Content; Curriculum Guides; *Diesel Engines; *Electrical Systems; *Electric Circuits; *Entry Workers; *Job Skills; Learning Activities; Learning Modules; Lesson Plans; Motor Vehicles; Postsecondary Education; Power Technology; Secondary Education; Skill Development; Small Engine Mechanics; Teaching Methods; Test Items; Units of Study

This module is one of a series of teaching guides that cover diesel mechanics. The module contains eight instructional units that cover the following topics: (1) introduction to electrical systems; (2) electrical circuits; (3) electrical indicator circuits; (4) storage batteries; (5) starting systems and circuits; (6) ignition circuits; (7) alternator charging circuits; and (8) emergency shut-down circuits. Each instructional unit follows a standard format that includes some or all of these eight basic components: performance objectives, suggested activities for teachers and students, information sheets, assignment sheets, job sheets, visual aids, tests, and answers to tests and assignment sheets. All of the unit components focus on measurable and observable learning outcomes and are designed for use for more than one lesson or class period. Instructional task analyses; a list of tools, equipment, and materials; and 14 references are also included. (KC)

ED 318 918 CE 054 853

Clark, Elton; Huston, Jane, Ed.

Diesel Fuel Systems. Teacher Edition (Revised).

Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
PUB DATE- 88
NOTE- 312p.; For related documents, see ED 227 245, ED 317 823, CE 054 852, and CE 055 218.
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074-4364 (order no. 400050: $13.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Mechanics; Classroom Techniques; Course Content; Curriculum Guides; *Diesel Engines; *Entry Workers; Fuel Consumption; *Fuels; *Job Skills; Learning Activities; Learning Modules; Lesson Plans; Motor Vehicles; Postsecondary Education; Power Technology; Secondary Education; Skill Development; Small Engine Mechanics; Teaching Methods; Test Items; Units of Study

This module is one of a series of teaching guides that cover diesel mechanics. The module contains six instructional units that cover the following topics: (1) introduction to fuel injection systems and components; (2) injection nozzles; (3) distributor type injection pumps; (4) unit injectors; (5) in-line injection pumps; and (6) pressure timed fuel systems. Each instructional unit follows a standard format that includes some or all of these eight basic components: performance objectives, suggested activities for teachers and students, information sheets, assignment sheets, job sheets, visual aids, tests, and answers to tests and assignment sheets. All of the unit components focus on measurable and observable learning outcomes and are designed for use for more than one lesson or class period. Instructional task analyses; a list of tools, equipment, and materials; and 12 references are also included. (KC)

ED 318 919   CE 054 854

Vorderstrasse, Ron; Huston, Jane, Ed.
General Electronics Technician.
Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
PUB DATE- 87
NOTE- 788p.; For a related document, see ED 317 815.
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074-4364 (order no. CN800901: $20.00).
LANGUAGE- English
EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Course Content; Curriculum Guides; Electrical Systems; *Electric Circuits; *Electronics; *Electronic Technicians; *Entry Workers; *Job Skills; Learning Activities; Learning Modules; Lesson Plans; Postsecondary Education; Power Technology; Secondary Education; Semiconductor Devices; Skill Development; Small Engine Mechanics; Teaching Methods; Test Items; Units of Study

This module follows the "Basic Electronics" module as a guide for a course preparing students for job entry or further education. It includes those additional tasks required above Basic Electronics for job entry in the electronics field. The module contains eight instructional units that cover the following topics: (1) test equipment; (2) fundamentals of DC; (3) fundamentals of AC; (4) discrete semiconductor devices and circuits; (5) linear integrated amplifier circuits; (6) circuit applications; (7) power supplies; and (8) logic devices. Each instructional unit follows a standard format that includes some or all of these eight basic components: performance objectives, suggested activities for teachers and students, information sheets, assignment sheets, job sheets, visual aids, tests, and answers to tests and assignment sheets. All of the unit components focus on measurable and observable learning outcomes and are designed for use for more than one lesson or class period. Instructional task analyses, a glossary, and 21 references are also included. (KC)

ED 318 920 CE 054 855

Smreker, Eugene; Calvert, King

Major Appliance Repair. Teacher Edition.
Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
PUB DATE- 87
NOTE- 662p.; Edited by Dan Fulkerson.
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074-4364 (order no. 601201: $18.50).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Appliance Repair; Classroom Techniques; Course Content; Curriculum Guides; *Electrical Appliances; Electrical Systems; *Electricity; *Entry Workers; First Aid; *Job Skills; Learning Activities; Learning Modules; Lesson Plans; Occupational Safety and Health; Postsecondary Education; Power Technology; Secondary Education; Skill Development; *Small Engine Mechanics; Teaching Methods; Test Items; Units of Study

This module is a comprehensive text on basic appliance repair, designed to prepare students for entry-level jobs in this growing field. Ensuring a firm grounding in electrical knowledge, the module contains 13 instructional units that cover the following topics: (1) major appliance repair orientation; (2) safety and first aid; (3) fundamentals of electricity; (4) AC induction motors; (5) diagrams and schematics; (6) tools, materials, and test equipment; (7) automatic washers; (8) automatic dryers; (9) automatic dishwashers; (10) garbage disposers; (11) trash compactors; (12) gas ranges and ovens; and (13) electric ranges and ovens. Each instructional unit follows a standard format that includes some or all of these eight basic components: performance objectives, suggested activities for teachers and students, information sheets, assignment sheets, job sheets, visual aids, tests, and answers to tests and assignment sheets. All of the unit components focus on measurable and observable learning outcomes and are designed for use for more than one lesson or class period. Instructional task analyses; a list of tools, equipment, and materials; and 31 references are also included. (KC)

ED 318 921 CE 054 913

Gordon, Howard R. D.
Future Farmers of America--A Profile of Chapters and Advisors.
PUB DATE- Dec 89

NOTE- 25p.; Paper presented at the Annual National Agricultural Education Research Meeting (7th, Orlando, FL, December 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; *Program Administration; Program Effectiveness; Program Implementation; Secondary Education; *Student Organizations; *Teacher Characteristics; *Teacher Role; *Teaching Experience
IDENTIFIERS- *Future Farmers of America

A study was conducted to collect information related to Future Farmers of America (FFA) advisors, chapters, and school characteristics. Specific objectives were to determine FFA activities influenced by the advisor's experience, and to identify factors perceived as contributing to the preparation of teachers for the role of advisor and to the enrollment of students in agricultural education. A total of 120 FFA advisors randomly selected from 6 southern states were mailed a questionnaire. Data were obtained from 68 teachers, a 57 percent return. The findings and conclusions of the study included the following: (1) chapters with advisors who had more than 10 years of advisor experience were more likely to be involved in a wider variety of FFA activities; (2) chapter advisors with 1-10 years of advisor experience participated more in fund-raising activities, opportunities for students to seek office beyond the local level, cooperative efforts with other school organizations, active advisory councils, and national conventions; (3) participation in FFA in high school appeared to be a fundamental factor that contributed to the preparation of teachers for the role of advisor; and (4) enrollment patterns in agricultural education were influenced by public recognition of programs and students, lack of public understanding about agricultural education, and selection of electives other than agriculture. The study confirmed the worth of FFA activities in agricultural education. (KC)

DOCUMENT RESUME

ED 318 922 CE 055 218

Clark, Elton; And Others
Diesel Fundamentals. Teacher Edition (Revised).
Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
PUB DATE- 88
NOTE- 1,055p.; For related documents, see ED 227 245, ED 317 823, and CE 054 852-853.
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074-4364 (order no. CN400020: $25.50).
LANGUAGE- English
EDRS Price - MF07 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Mechanics; Classroom Techniques; Course Content; Curriculum Guides; *Diesel Engines; *Entry Workers; *Job Skills; Learning Activities; Learning Modules; Lesson Plans; Maintenance; *Motor Vehicles; Postsecondary Education; Power Technology; Secondary Education; Skill Development; Small Engine Mechanics; Teaching Methods; Test Items; Units of Study

This module is one of a series of teaching guides that cover diesel mechanics. The module contains 4 sections and 19 units. Section A--Orientation includes the following units: introduction to diesel mechanics and shop safety; basic shop tools; test equipment and service tools; fasteners; bearings; and seals. Section B--Engine Principles and Components includes: engine operating principles; cylinder head assembly; piston and connecting rod assemblies; camshafts, gear train, and engine timing; cylinder blocks and liners; and crankshafts and bearings. The topics covered in Section C--Auxiliary Systems are: lubricants and lubrication systems; coolants and cooling systems; air intake and exhaust systems; and engine brakes and retarders. Section D--Maintenance covers: preventive maintenance; troubleshooting and testing of engines; and tune-up and adjustment. Each instructional unit follows a standard format that includes some or all of these eight basic components: performance objectives, suggested activities for teachers and students, information sheets, assignment sheets, job sheets, visual aids, tests, and answers to tests and assignment sheets. All of the unit components focus on measurable and observable learning

outcomes and are designed for use in more than one lesson or class period. Instructional task analyses are also included. (SK)

CG

ED 318 923 CG 022 467

The Center for the Arts and Sciences Follow-Up Study of 1989 Graduates.

Saginaw Public Schools, Mich. Dept. of Evaluation Services.

PUB DATE- May 90
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Followup Studies; *Gifted; *High School Graduates; High Schools; *Participant Satisfaction; Postsecondary Education

In June, 1989, 45 students finished their program at Saginaw, Michigan's Center for the Arts and Sciences (CAS) and graduated from their home high schools. Questionnaires assessing what graduates were doing 9 months after graduation were mailed to all graduates in March, 1990. Findings from the 25 graduates who returned completed questionnaires revealed that all were enrolled in schools, colleges, or training programs pursuing fine arts and letters (32%), education and social services (24%), commercial arts and communications (12%), engineering and architecture (8%), medicine and health services (8%), law and government (8%), and science and agriculture (4%). Sixty-eight percent were working, and 44% planned on pursuing additional degrees after the completion of their present program. Two personal problems were mentioned: worrying about being as successful as others want (28%) and self-imposed pressure to succeed (24%). Almost three-quarters of the graduates reported having had a mentor while in the CAS program and most had kept in contact with these mentors. Graduates reported that the CAS program had offered better educational programs or opportunities than their home schools, had teachers who took a personal interest in the students, and provided a broad area of intellectual and artistic stimulation. Graduates thought that the CAS program could be improved by allowing more opportunities to socialize between classes and being more selective of students entering the program. (Sample letters to graduates and the follow-up questionnaire are appended.) (NB)

ED 318 924 CG 022 468

Helms, Barbara J.; Gable, Robert K.

Assessing and Dealing with School-Related Stress in Grades 3-12 Students.

PUB DATE- 18 Apr 90
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coping; *Educational Environment; *Elementary School Students; Elementary Secondary Education; Evaluation Methods; *School Role; *Secondary School Students; *Stress Variables; Student Attitudes

Certain aspects of a school environment can be stressful for students. The School Situation Survey (SSS) was developed to assess school-related stress among students in grades 3 through 12. The seven scales of the SSS assess four sources of stress (Teacher Interactions, Academic Stress, Peer Interactions, Academic Self-Concept) and three manifestations of stress (Emotional, Behavioral, Physiological). A pilot form of the survey was administered to 907 fifth-, seventh-, and ninth-graders and a revised form was administered to 1,111 students in these grades. To date, the SSS has been administered to over 7,000 students in grades 3 through 12 in 16 Connecticut and Rhode Island school districts representing rural, suburban, and urban districts. Normative information is available by total group, grade-level cluster, and gender. Reliabilities are considered moderate to high; test-retest data support the stability of the perceptions of stress levels over time. Teachers and school support staff can help students to cope with stress by enabling them to learn to make friends and to learn to identify and deal with different types of stress. Teachers and staff can also help students to deal with stress by informing them of possible stressful situations before they are encountered. (NB)

ED 318 925 CG 022 469

Anderson, Karen M.
Does Academic Performance Feedback Affect Children's Self-Esteem?
PUB DATE- Apr 90
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Age Differences; Child Development; Elementary Education; Elementary School Students; Feedback; *Grade 3; *Grade 6; *Report Cards; *Self Esteem

This study investigated whether academic achievement (as reflected on report cards) would have an effect upon children's self-esteem. Subjects were 46 third- and 40 sixth-grade students. Thirty of the third-graders and 28 of the sixth-graders completed Harter's Self-Perception Profile 2 weeks before report cards were distributed and again the week after report cards had been received. At the second session, students also answered four follow-up questions regarding their reactions to their report cards. A control group of 15 third- and 12 sixth-graders were seen the week after report cards were received and again 2 weeks later, completing the self-esteem profile at both sessions. The findings revealed that self-esteem scores across time were significantly less stable for the third-graders than for the sixth-graders. In general this instability did not appear directly related to report cards. Third-graders had higher responses to three of four follow-up questions regarding reactions to the report cards, suggesting developmental differences in terms of how children react to this form of academic feedback information. A lack of differences in Scholastic Competence change scores between target and control groups suggests that any changes in self-esteem that occurred among target third-graders were not necessarily caused by report cards. (NB)

ED 318 926 CG 022 470

Christie, Nancy G.; Dinham, Sarah M.

Elaboration of Tinto's Model of College Student Departure: A Qualitative Study of Freshman Experiences.

PUB DATE- Apr 90
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Freshmen; *Dropouts; Higher Education; Models
IDENTIFIERS- *Tinto Model

Research has confirmed the usefulness of Tinto's model in predicting undergraduate student withdrawal from college and in conceptualizing and explaining the process of student attrition. Tinto proposed that college students are more likely to withdraw if they are insufficiently integrated or if they maintain values sufficiently different from the values of the college they are attending. This study was conducted to further explore the utility of Tinto's model and to investigate the nature of the process Tinto describes. Subjects were 25 first time, full-time college freshmen. Interviews were conducted with 10 freshmen in Fall 1988 and with all 25 in Spring 1989. Four students who withdrew from the university were interviewed during Summer 1989. The findings revealed that the institutional experiences of living on campus and participating in extracurricular activities appeared to enhance the students' social integration by exposing them to other students and to opportunities to interact and develop friendships with other students. The external experiences of interaction with non-university high school friends and family appeared to interfere with the students' opportunities to socialize with other students. These findings confirm the usefulness of Tinto's model in understanding student perspectives regarding the pressures that lead to their persistence decisions. (NB)

ED 318 927   CG 022 471

Peterson, J. Vincent; Nisenholz, Bernard
A Comparison of Transpersonal, Wholistic, and Other Major Counseling Theories.

PUB DATE- 16 Mar 90
NOTE- 20p.; Paper presented at the Annual Meeting of the American Holistic Counselors' Association (Cincinnati, OH, March 16, 1990). Table 2 has small, filled print which will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Counseling Techniques; *Counseling Theories; *Psychotherapy
IDENTIFIERS- *Holistic Counseling; *Transpersonal Counseling

Transpersonal Counseling and Wholistic Counseling are two relatively new approaches to psychotherapy. Transpersonal counseling is based on the work of transpersonal psychologists who believe that there are potential cognitive, moral, and motivational stages of development beyond those reached by most adults. It suggests a "fourth force" in psychology in addition to psychodynamic, cognitive-behavioral, and humanistic forces. Wholistic counseling may be viewed as the epitome of eclectic counseling, working with the total person and employing information and methodology from virtually any source. The wholistic counseling approach strives for prevention as well as remediation and cure. It is both a proactive and a reactive approach which works with the whole person in terms of body, mind, emotions, and spirit, in the context of the person's total environment. This document describes the transpersonal counseling and wholistic counseling approaches to psychotherapy. It presents the background, basic concepts, goals, processes, and counselor roles associated with each approach and examines the strengths and weaknesses of each approach. The characteristics of these approaches are compared to other major counseling approaches (person-centered, Gestalt, transactional analysis, behavioral, rational emotive cognitive) on an accompanying chart. (NB)

ED 318 928 CG 022 473

Collins, James J.; Zawitz, Marianne W.
Federal Drug Data for National Policy.
Department of Justice, Washington, D.C. Bureau of Justice Statistics.
PUB DATE- Apr 90
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140)
DESCRIPTORS- *Crime; *Drug Abuse; *Government Role; *Illegal Drug Use; *Public Policy

This report focuses on the sources of drug information that drive national drug policy. It includes all multijurisdictional, federally sponsored data sources that pertain to illegal drugs that were located in an 18-month search. Written for individuals who are involved in the formulation of such policy at the national, state, and local levels, this report is intended to provide an understanding of the research and statistical information available to guide the laws, regulations, and practices that constitute public policy. In an attempt to provide information needed to formulate drug policy, this report examines the monitoring of illegal drug use, the extent of drug use, consequences of drug use, substance abuse treatment and prevention, and source and volume of illegal drugs. The current status of federal drug data is presented in a table identifying 38 federal sources of drug data. For each source, information is provided on the sponsoring agency, the purpose of the data set, the type of drug information that is available, and the coverage of the source by both population and geography. A section on drugs, crime, and the criminal justice system looks at state statutes, law enforcement, processing drug offenders and institutionalized offenders and drugs. (NB)

ED 318 929 CG 022 474

Robinson, Estelle R.; Mastny, Aleta You
Linking Schools & Community Services: A Practical Guide.
Rutgers, The State Univ., Newark, NJ. Center for Community Education.
SPONS. AGENCY- Amy Scheuer and Saul Z. Cohen Foundation, New York, NY.; Fund for New Jersey, East Orange.; Geraldine R. Dodge Foundaton, Morristown, N.J.; Gilder Foundation, New York, NY.; Mary Owen Borden Memorial Foundation, Princeton, NJ.; New Jersey State Dept. of Human Services, Trenton.
PUB DATE- 89
NOTE- 74p.; For Resource Directory, see CG 022 475.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adolescents; *Agency Cooperation; *Children; Elementary Secondary Education; *School Community Relationship; *Social Networks; *Social Services

This handbook was written for people who want to increase access to social services for children and youth and is intended to assist those who are interested in collaborations, linkages, and networks. It describes a process which can bring about an ongoing working relationship between schools and human service agencies in a community. The process described is based on the experiences and evaluations of two pilot projects--one in a rural and one in an urban setting. Both projects are described in the preface and the appendices of the handbook. Part One of the handbook provides a brief introduction to the process. Parts two, three, and four focus on creating an effective partnership, the collaboration process, and creating a system jointly. Part five concentrates on confidentiality and parental consent, part six looks at funding, and part seven focuses on evaluation. Part eight provides a summary and recommendations. The seven appendices contain: a description of Interagency and School Coordination...A School-Community Process Model; sample invitational letters; sample surveys; sample community agency form; sample forms for teacher referral, parental agreement, and negative consent from parents; an excerpt on obtaining funding; and a resource directory. A bibliography is included. (NB)

ED 318 930 CG 022 475

Mastny, Aleta You, Comp.
Linking Schools & Community Services: Resource Directory.
Rutgers, The State Univ., Newark, NJ. Center for Community Education.
SPONS. AGENCY- Amy Scheuer and Saul Z. Cohen Foundation, New York, NY.; Fund for New Jersey, East Orange.; Geraldine R. Dodge Foundaton, Morristown, N.J.; Gilder Foundation, New York, NY.; Mary Owen Borden Memorial Foundation, Princeton, NJ.
PUB DATE- 89
NOTE- 72p.; For Practical Guide, see CG 022 474.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; Agency Cooperation; Children; Elementary Secondary Education; *Institutional Cooperation; Public Schools; *Resource Materials; *School Community Relationship; Social Services

This resource directory begins by asserting that a lack of information sharing across interprofessional disciplines presents a barrier to the development of school-community partnerships. It attempts to address this problem by bringing together a body of information and resources that deal with a variety of social issues. All organizations listed in the directory deal with partnerships in some form. Organizations are listed according to different topical areas and, in several instances, organizations have been cross-listed under different categories. A brief summary explains the scope of interests of each organization. Organizations are listed under the topics of adolescent pregnancy and teenage parenting; child abuse, neglect, and sexual abuse; child advocacy; dropout prevention; drug and alcohol abuse; educational resources; family life education and sex education; health care; human immunodeficiency virus and acquired immune deficiency syndrome (HIV/AIDS) education; homelessness; mental health and counseling; youth employment and training; groups that promote partnerships; and others. (NB)

ED 318 931 CG 022 476

Smink, Jay
Mentoring Programs for At-Risk Youth: A Dropout Prevention Research Report.
National Dropout Prevention Center, Clemson, SC.
PUB DATE- Feb 90
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dropout Prevention; Elementary Secondary Education; *High Risk Students; *Mentors; *Program Development; *Program Implementation; *Role Models

This document provides an overview of the concept of mentoring, this time applied to the area of dropout prevention. It begins by describing the functions and characteristics of a mentor, considering the use of mentors with at-risk youth, and examining the roles of a mentor in dropout prevention. Suggestions are given for setting up a mentoring program. Program summaries are included for 15 successful mentoring programs based in schools, universities, private organizations and community groups, states, and businesses. Twelve steps for starting a mentoring program are listed and discussed: (1) establish program need; (2) secure school district commitment; (3) identify and select program staff; (4) refine program goals and objectives; (5) develop activities and procedures; (6) identify students in need of mentors; (7) promote program and recruit members; (8) train mentors and students; (9) manage mentor and student matching process; (10) monitor mentoring process; (11) evaluate ongoing and terminated cases; and (12) revise program and recycle steps. A reading and reference list is included and organization and program information is provided. Appendices contain sample forms that can be used as guides in developing and evaluating mentoring programs. (NB)

ED 318 932 CG 022 477

Brown, C. K.
Aging and Old Age in Ghana.
International Exchange Center on Gerontology, Tampa, FL.
PUB DATE- 90
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Aging (Individuals); Foreign Countries; *Older Adults; *Population Trends; *Trend Analysis
IDENTIFIERS- *Ghana

This document provides a profile of aging and old age in Ghana. It covers aging trends and their implications for development. It is noted that, although the population aged 60 and over in Ghana is estimated to rise from 286,000 in 1960 to 2,425,000 in 2025, the aging of the population will not get under way until well after 2025. It is suggested that aging trends in Ghana will have a number of developmental implications and socioeconomic consequences, including a growing demand for specialized services and the weakening of the traditional family and community support systems for the elderly; age selective migration from the rural to urban areas; and reduced opportunities for older persons to remain economically active. This document also examines: (1) traditional beliefs associating old age and aging with dignity, wisdom, knowledge, respect, and obedience in Ghana; (2) the modernizing influences on these beliefs, including the effects of formal education, industrialization, migration, Christianity and Islam, and technology; (3) the current status of the elderly in Ghanaian society in terms of education, training, employment, income, and assets; (4) the living arrangements of the elderly; (5) the relationship of the elderly with family members; (6) the organized support systems for the elderly by the government, the family, and voluntary organizations; and (7) community participation and social networks. (NB)

ED 318 933 CG 022 478

Richardson, Sandra C.
The Role of Education in Drug Abuse Programs.
PUB DATE- 87
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Drug Abuse; *Drug Education; Elementary Secondary Education; *Prevention; *School Role

A 1984 survey of teachers and principals revealed that the respondents considered the use of drugs and alcohol to be the worst type of discipline problem they had experienced. While the significance of the drug and alcohol abuse problem in schools supports the existence of drug abuse prevention programs in the schools, several practical reasons also exist for conducting such programs within the school environment. The school setting provides well-organized classroom groups, promotes efficiency and cost effectiveness, and allows for longitudinal studies and trend analyses. Consequently, drug programs have become a part of contemporary education. When drug education programs were first introduced, they often relied on scare tactics. Materials focused on illegal drug use and overlooked alcohol, tobacco, and food additives. Teachers, for the most part, were untrained and poorly equipped to teach drug education. This document traces changes in drug education programs over the past 25 years and reports results from several studies on drug use among school-aged children and adolescents. Studies examining reasons that students use drugs and exploring characteristics of drug users are also reviewed. Various guidelines for developing and implementing drug education programs in the schools are discussed. The document concludes by stressing a need to restructure schools, families, and churches to focus on the needs of children. (NB)

ED 318 934 CG 022 479

Smith, Brent Roderick

The Assessment of Emotional Distress in Personal Injury Litigation.

PUB DATE- May 90
NOTE- 57p.; Doctoral research paper, Biola University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Court Litigation; *Emotional Problems; *Evaluation Methods; *Injuries
IDENTIFIERS- *Expert Witness

This document asserts that civil litigation of personal injury claims involving emotional distress is commonplace in American society today. It recognizes that expert witness testimony often plays a key role in the rewarding or denial of damages in such claims and that the psychologist's role as an expert witness in such matters entails unique challenges and considerations. Findings from a literature review are presented to assist the psychological practitioner in gaining an understanding of the assessment process relative to civil litigation involving emotional distress claims. An overview examines psychological and legal definitions, traces the history of emotional damages in personal injury litigation, and follows the evolution of the psychologist's status in the courts. Specific issues of the diagnostic process, the determination of malingering, and the use of psychological tests are discussed. Recommendations for the application of the findings and further research are offered. (Author/NB)

ED 318 935 CG 022 481

Steward, Robbie J.; Sobczak, Joan
An Examination of the Relationship between Self-Perceived Physical Attractiveness and Social Competence.
PUB DATE- 2 Oct 89
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Body Image; *Body Weight; College Students; Higher Education; *Interpersonal Competence; *Physical Attractiveness; *Self Evaluation (Individuals); *Sex Differences

This study investigated the relationship between self-perceived physical attractiveness and self-perceived social competence. Subjects were 157 male and 215 female college students who completed a consent form, demographic questionnaire, the Texas Social Behavior Inventory, and the Body Parts/Physical Attractiveness Scale. Significant correlations between self-perceived physical attractiveness and self-perceived social competence for both female and male subjects were found. Both females and males who perceived themselves as physically attractive also tended to perceive themselves as socially competent. For females, weight, height, overall facial appearance and overall body appearance were found to significantly contribute to the level of self-perceived social competence. For males, only height and overall facial appearance were found to significantly contribute to the level of self-perceived social competence. These findings indicated that men used fewer variables than did women when accounting for body characteristics that contribute to the level of self-perceived social competence. (NB)

ED 318 936 CG 022 482

Steward, Robbie J.; Al-Abdulla, Yousef
An Examination of the Relationship between Critical Thinking and Academic Success on a University Campus.
PUB DATE- 89
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Cognitive Style; College Students; *Critical Thinking; *Grade Point Average; Higher Education; *Sex Differences

This study examined the relationship between the ability to think critically and the academic performance of undergraduate students. Male (N=107) and female (N=130) undergraduates completed a consent form, demographic sheet, and the Watson-Glaser Critical Thinking Appraisal (WGCTA), which consists of five subtests (Inference, Recognition of Assumptions, Deduction, Interpretation, and Evaluation of Arguments). In general, the results showed that students who obtained higher total WGCTA scores also had higher cumulative grade point averages (GPAs). The results seem to indicate the not all aspects of the ability to think critically contribute equally to overall academic performance. Although the abilities to accurately infer, interpret, and evaluate arguments were found to significantly correlate with cumulative GPA, only the abilities to infer and evaluate arguments significantly and uniquely contributed to 9.2% of the variance within cumulative GPA. Gender differences were also found. Findings appear to indicate that proficiency in only one skill (inference) associated with critical thinking was required for higher male student academic achievement, while proficiency in both deduction and evaluation of arguments was required for higher female student academic achievement. These findings suggest that what is required for a male student to succeed academically is quite different from what is required for a female student to achieve, even in cases where ability levels are quite similar. (NB)

DOCUMENT RESUME

ED 318 937 CG 022 483

Steward, Robbie J.; Kessler, Karen

Women's Sex-role Self-Concept: A Study of Career Choice and Satisfaction.

PUB DATE- 24 Oct 89
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Congruence (Psychology); *Females; Graduate Students; Higher Education; Nontraditional Occupations; *Satisfaction; *Self Concept; *Sex Role

This study was conducted to examine sex role characteristics common to women making nontraditional career choice; to determine whether dissatisfaction is affected by congruence of sex role, self-concept, and traditionally of program; and to investigate whether sex role self-concept plays a role in women's ratings of satisfaction within their graduate programs of study. Subjects were 111 female graduate students enrolled in either traditional (developmental and child psychology, counseling psychology) or nontraditional (law, engineering) programs. Subjects completed a consent form, an academic data sheet, a 9-point Likert measure of satisfaction, and the Bem Sex Role Inventory (BSRI). Data analysis revealed no significant difference in satisfaction ratings for individuals whose career choice was congruent to their sex role versus individuals who did not display congruence. Significant differences were found in satisfaction ratings among the four sex role categories and female-dominant versus male-dominant programs of study. There was higher satisfaction of the masculine-androgynous group as opposed to the feminine-undifferentiated group across traditional and nontraditional programs and within nontraditional programs. The masculine-androgynous group within the nontraditional program was the only group for which congruence of sex role and program was of significance. (NB)

ED 318 938 CG 022 484

Bruce, Willa
Dual Career Couples in the University: Policies and Problems.
PUB DATE- Mar 90
NOTE- 25p.; Paper presented an the Annual Conference of the National Association for Women Deans, Administrators and Counselors (74th, Nashville, TN, March 21-25, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Administration; *College Faculty; *Dual Career Family; *Family Life; Higher Education; *Professional Personnel; Stress Variables

Many large corporations are proactively developing hiring and personnel management policies to accommodate dual career couples employed by them. Neither the public sector in general nor universities in particular have developed such policies and little is known about what universities are doing to accommodate dual career couple applicants or employees. To examine this issue, questionnaires were mailed to a random sample of American Society for Public Administration members employed in the private sector, government, and universities. The questionnaire was designed to examine attitudes about dual career couples in the work place and to determine what hiring and promotion policies affect dual career couples. Findings from 877 respondents revealed no significant difference in attitudes held about dual career couples among persons employed in universities, the public, or the private sector. The findings suggest that dual career couple members employed in universities are most often treated just like other employees; their family situation is rarely taken into consideration in hiring, promotion, and transfer decisions. Although many universities permit married people to work together, few encourage the practice. Universities that want to be on the cutting edge of hiring and retaining the best and the brightest can begin by targeting dual career couples and by creating a receptive environment for dual career couples. (NB)

ED 318 939 CG 022 485

Bruce, Willa
The Relationship between Quality of Work Life and Job Satisfaction: A Study of the Nation's Municipal Clerks.
PUB DATE- 89
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Clerical Workers; *Job Satisfaction; *Quality of Working Life; *Time Management

This study empirically examined the quality of work life and job satisfaction of municipal clerks employed in cities in the United States. Questionnaires were sent to a random sample of 10 percent of the membership in the United States of the International Institute of Municipal Clerks. Results of factor analysis produced 12 distinct dimensions of quality of work life: total life space, supervisory relations, treatment as an important person, adequate compensation, safe and healthy working environment, socially relevant jobs, involved and informed employees, development of human capacities, good relations with co-workers, absence of stress, constitutionalism, and variety in the job. Results from 646 respondents revealed that the highest ranked quality of work life factor related to the worker's ability to balance home and work and that only 56% of the respondents were able to achieve this balance satisfactorily. These findings suggest that the municipal work place is a highly demanding climate for which training should include skills in time management. A significant relationship was found between "adequate and fair compensation" and job satisfaction. Only 36.9% of respondents perceived such compensation to exist in their cities. (NB)

ED 318 940 CG 022 486

Steward, Robbie J.; Lynn, Betty Jane
A Study of Self-Esteem in Adopted Non-adopted Adolescents.

PUB DATE- 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Adoption; College Students; Comparative Analysis; Higher Education; *Self Esteem

This study tested the hypothesis that adopted adolescents have lower self-esteem than do non-adopted adolescents. Male and female students (N=159) between the ages of 18 and 22 were conveniently sampled from college undergraduate populations. Forty-four of the participants reported adoptive status. Each participant completed the Coopersmith Self-Esteem Inventory (CSEI) and a personal data sheet. A multiple regression was used to examine the relationship between the dependent variable (scores obtained on the CSEI) and the independent variables (age, gender, number of siblings, mother's parenting style, father's parenting style, mother's age at time of birth or adoption, and father's age at time of birth or adoption). Data analysis yielded frequencies and a correlation matrix indicating relationships among all pairs of variables. Significant correlations were found between adoptive status and the following: mother's parenting style, mother's age at time of birth or adoption, and father's age at time of birth or adoption. Compared to non-adopted respondents, adoptees perceived their mothers to be more autocratic. Both mothers and fathers of adoptees tended to be older than mothers and fathers of non-adoptees at time of birth or adoption. The analysis revealed no significant correlations between adoptive status and self-esteem as measured by the CSEI. (Author/NB)

ED 318 941 CG 022 487

Damico, Sandra Bowman; And Others
Engagement with Learning: The Student Perspective.
PUB DATE- Apr 90
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990). Research was funded in part by the Florida Institute of Government.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- High Schools; High School Seniors; *High School Students; *School Policy; *Student Attitudes; *Student School Relationship
IDENTIFIERS- High School Sophomores

This study sought to determine which classroom and school policies and practices high school students perceived as affecting their academic and social engagement with their school. In each of six high schools in Florida, administrators, counselors, teachers, and 10th and 12th grade students were interviewed. In-depth interviews were conducted with 178 adolescents: individual interviews were conducted with 101 students and small group interviews were conducted with the remaining 77 students. Individual interviewees were in the school's general track while group interviewees were primarily in the college track. Students in all schools reported positive experiences both in learning situations and with teachers and peers. For many students, however, these experiences were idiosyncratic rather than being built into the policy and practice structure of the school. The data revealed important contrasts between the policies of the high, median, and low graduation districts within the sample. In districts with the high graduation rate, affirmative policies generated a belief that students were important and adults cared whether or not they succeeded. Principals in these schools had clear mission statements and a public agenda; faculty contributions were valued. (NB)

ED 318 942 CG 022 488

Emotional Distress in College Students: Faculty Guide for Referrals.

Western Carolina Univ., Cullowhee, NC. Counseling and Psychological Services.

PUB DATE- Dec 88
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Anger; Anxiety; *College Students; Depression (Psychology); *Emotional Problems; Higher Education; *Stress Variables; *Student Behavior; Suicide

This guide presents advice for university faculty and professional staff members to help them understand and respond when students are in emotional distress. It includes a reference for signs of extreme stress and advice on how to intervene. Common causes of emotional distress are listed and warning signs of distress are given. Suggestions are given for faculty members who choose to intervene when signs of emotional distress are noted in a student. Information is provided on how to make referrals and how faculty members can obtain consultation services for themselves. A section on the Counseling and Psychological Services program at Western Carolina University (North Carolina) discusses the program's appointment scheduling, first visits, and emergency response. A list of other resources provides telephone numbers for a variety of hotlines and social services in the area. (NB)

ED 318 943 CG 022 489

Frazier, Billie H.
Aging Parents.
National Agricultural Library (DOA), Beltsville, MD. Family Information Center.
PUB DATE- Feb 90
NOTE- 12p.; For other bibliographies in the series, see CG 022 490-491 and CG 022 493-500.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Children; *Aging (Individuals); *Older Adults; *Parent Child Relationship; *Parents

This document contains a brief bibliography of peer-reviewed literature, with abstracts, on aging parents. It is one of 12 bibliographies on aging prepared by the National Agricultural Library for its "Pathfinders" series of publications. Topics covered by the other 11 bibliographies include adult children, dementia and Alzheimer's disease in the elderly (written for educators), dementia and Alzheimer's disease in the elderly (written for consumers), family caregiving, family support networks, grandparenting, humor in later life, intergenerational relationships, living arrangements in later life, pets and the elderly, and sibling relationships in adulthood. This bibliography on aging parents contains citations for 17 books and articles for researchers and educators, and 19 books and articles for consumers. It concludes with a list of organizations that readers may contact for further assistance. (NB)

ED 318 944 CG 022 490

Frazier, Billie H.
Adult Children.

National Agricultural Library (DOA), Beltsville, MD. Family Information Center.
PUB DATE- Feb 90
NOTE- 9p.; For other bibliographies in the series, see CG 022 489-491 and CG 022 493-500.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Children; *Aging (Individuals); *Family Life; *Older Adults; *Parent Child Relationship

This document contains a brief bibliography of peer-reviewed literature, with abstracts, on adult children. It is one of 12 bibliographies on aging prepared by the National Agricultural Library for its "Pathfinders" series of publications. Topics covered by the other 11 bibliographies include aging parents, dementia and Alzheimer's disease in the elderly (written for educators), dementia and Alzheimer's disease in the elderly (written for consumers), family caregiving, family support networks, grandparenting, humor in later life, intergenerational relationships, living arrangements in later life, pets and the elderly, and sibling relationships in adulthood. This bibliography on adult children contains citations for 15 books and articles for researchers and educators, and 6 books and articles for consumers. It concludes with a list of organizations that readers may contact for further assistance. (NB)

ED 318 945 CG 022 491

Frazier, Billie H.; Kirkland, Glenn I.

Dementia and Alzheimer's Disease in the Elderly.

National Agricultural Library (DOA), Beltsville, MD. Family Information Center.
PUB DATE- Feb 90
NOTE- 20p.; For other bibliographies in the series, see CG 022 489-490 and CG 022 493-500.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Aging (Individuals); *Alzheimers Disease; *Mental Disorders; *Older Adults

This document contains two brief bibliographies of peer-reviewed literature, with abstracts, on dementia and Alzheimer's disease in the elderly, one written for the educator and the other for the consumer. They are two of 12 bibliographies on aging prepared by the National Agricultural Library for its "Pathfinders" series of publications. Topics covered by the other 10 bibliographies include aging parents, adult children, family caregiving, family support networks, grandparenting, humor in later life, intergenerational relationships, living arrangements in later life, pets and the elderly, and sibling relationships in adulthood. The bibliography on dementia and Alzheimer's disease in the elderly written for educators contains citations for 13 books, 4 brochures, 2 Alzheimer's journals, 7 journal special editions on dementia, and 14 videos. It concludes with a list of organizations that readers may contact for further assistance. The bibliography on dementia and Alzheimer's disease in the elderly written for the consumer contains citations for 3 brochures on Alzheimer's disease, 6 journal special editions on dementia, and 11 books and concludes with a list of organizations for further assistance. (NB)

ED 318 946 CG 022 493

Frazier, Billie H.
Family Caregivers.
National Agricultural Library (DOA), Beltsville, MD. Family Information Center.
PUB DATE- Feb 90
NOTE- 18p.; For other bibliographies in the series, see CG 022 489-491 and CG 022 494-500.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Children; *Aging (Individuals); *Family Caregivers; Frail Elderly; *Older Adults; *Parent Child Relationship; Spouses

This document contains a brief bibliography of peer-reviewed literature, with abstracts, on family caregiving. It is one of 12 bibliographies on aging prepared by the National Agricultural Library for its "Pathfinders" series of publications. Topics covered by the other 11 bibliographies include aging parents, adult children, dementia and Alzheimer's disease in the elderly (written for educators), dementia and Alzheimer's disease in the elderly (written for consumers), family support networks, grandparenting, humor in later life, intergenerational relationships, living arrangements in later life, pets and the elderly, and sibling relationships in adulthood. This bibliography on family caregiving contains citations for 37 books and articles for researchers and educators, and 13 books and articles for consumers. It concludes with a list of organizations that readers may contact for further assistance. (NB)

ED 318 947 CG 022 494

Frazier, Billie H.
Family Support Networks.
National Agricultural Library (DOA), Beltsville, MD. Family Information Center.
PUB DATE- Feb 90
NOTE- 8p.; For other bibliographies in the series, see CG 022 489-491, CG 022 493, and CG 022 495-500.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Aging (Individuals); *Family Relationship; *Frail Elderly; *Older Adults; *Social Networks; *Social Support Groups

This document contains a brief bibliography of peer-reviewed literature, with abstracts, on family support networks. It is one of 12 bibliographies on aging prepared by the National Agricultural Library for its "Pathfinders" series of publications. Topics covered by the other 11 bibliographies include aging parents, adult children, dementia and Alzheimer's disease in the elderly (written for educators), dementia and Alzheimer's disease in the elderly (written for consumers), family caregiving, grandparenting, humor in later life, intergenerational relationships, living arrangements in later life, pets and the elderly, and sibling relationships in adulthood. This bibliography on family support networks contains citations for 12 books and articles for researchers and educators, and 2 books and articles for consumers. It concludes with a list of organizations that readers may contact for further assistance. (NB)

Frazier, Billie H.

Grandparenting.
National Agricultural Library (DOA), Beltsville, MD. Family Information Center.
PUB DATE- Feb 90
NOTE- 10p.; For other bibliographies in the series, see CG 022 489-491 and CG 022 493-500.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Aging (Individuals); *Family Relationship; *Grandparents; *Older Adults

This document contains a brief bibliography of peer-reviewed literature, with abstracts, on grandparenting. It is one of 12 bibliographies on aging prepared by the National Agricultural Library for its "Pathfinders" series of publications. Topics covered by the other 11 bibliographies include aging parents, adult children, dementia and Alzheimer's disease in the elderly (written for educators), dementia and Alzheimer's disease in the elderly (written for consumers), family caregiving, family support networks, humor in later life, intergenerational relationships, living arrangements in later life, pets and the elderly, and sibling relationships in adulthood. This bibliography on grandparenting contains citations for 22 books and articles for researchers and educators, and 4 books and articles for consumers. It concludes with a list of organizations that readers may contact for further assistance. (NB)

ED 318 949 CG 022 496

Frazier, Billie H.
Humor in Later Life.
National Agricultural Library (DOA), Beltsville, MD. Family Information Center.
PUB DATE- Mar 90
NOTE- 8p.; For other bibliographies in the series, see CG 022 489-491 and CG 022 493-500.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Aging (Individuals); *Humor; *Older Adults

This document contains a brief bibliography of peer-reviewed literature, with abstracts, on humor in later life. It is one of 12 bibliographies on aging prepared by the National Agricultural Library for its "Pathfinders" series of publications. Topics covered by the other 11 bibliographies include aging parents, adult children, dementia and Alzheimer's disease in the elderly (written for educators), dementia and Alzheimer's disease in the elderly (written for consumers), family caregiving, family support networks, grandparenting, intergenerational relationships, living arrangements in later life, pets and the elderly, and sibling relationships in adulthood. This bibliography on humor in later life contains citations for 18 books and articles for researchers and educators and consumers. It concludes with a list of organizations that readers may contact for further assistance. (NB)

ED 318 950 CG 022 497

Frazier, Billie H.

Intergenerational Relationships.

National Agricultural Library (DOA), Beltsville, MD. Family Information Center.
PUB DATE- Feb 90
NOTE- 13p.; For other bibliographies in the series, see CG 022 489-491 and CG 022 493-500.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Aging (Individuals); *Family Relationship; *Intergenerational Programs; *Interpersonal Relationship; *Older Adults; *Parent Child Relationship
IDENTIFIERS- *Intergenerational Relationship

This document contains a brief bibliography of peer-reviewed literature, with abstracts, on intergenerational relationships. It is one of 12 bibliographies on aging prepared by the National Agricultural Library for its "Pathfinders" series of publications. Topics covered by the other 11 bibliographies include aging parents, adult children, dementia and Alzheimer's disease in the elderly (written for educators), dementia and Alzheimer's disease in the elderly (written for consumers), family caregiving, family support networks, grandparenting, humor in later life, living arrangements in later life, pets and the elderly, and sibling relationships in adulthood. This bibliography on intergenerational relationships contains citations for 30 books and articles for researchers and educators on the topics of attitudes, relationships, intergenerational programming, and public policy; and 4 books and articles on relationships for consumers. It concludes with a list of organizations that readers may contact for further assistance. (NB)

ED 318 951 CG 022 498

Frazier, Billie H.

Living Arrangements in Later Life.

National Agricultural Library (DOA), Beltsville, MD. Family Information Center.

PUB DATE- Feb 90
NOTE- 16p.; For other bibliographies in the series, see CG 022 489-491 and CG 022 493-500.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Aging (Individuals); *Housing; *Older Adults; *Place of Residence
IDENTIFIERS- *Living Arrangements

This document contains a brief bibliography of peer-reviewed literature, with abstracts, on living arrangements in later life. It is one of 12 bibliographies on aging prepared by the National Agricultural Library for its "Pathfinders" series of publications. Topics covered by the other 11 bibliographies include aging parents, adult children, dementia and Alzheimer's disease in the elderly (written for educators), dementia and Alzheimer's disease in the elderly (written for consumers), family caregiving, family support networks, grandparenting, humor in later life, intergenerational relationships, pets and the elderly, and sibling relationships in adulthood. This bibliography on living arrangements in later life contains citations for 33 books and articles for researchers and educators on general living arrangements, accessory apartments, ECHO (Elder Cottage Housing Opportunity) housing, home equity conversion, and public policy; and citations for 12 books and articles for consumers. It concludes with a list of organizations that readers may contact for further assistance. (NB)

ED 318 952 CG 022 499

Frazier, Billie H.
Pets and the Elderly.
National Agricultural Library (DOA), Beltsville, MD. Family Information Center.
PUB DATE- Feb 90
NOTE- 13p.; For other bibliographies in the series, see CG 022 489-491 and CG 022 493-500.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Aging (Individuals); *Animals; *Friendship; *Interpersonal Relationship; *Older Adults
IDENTIFIERS- *Pets

This document contains a brief bibliography of peer-reviewed literature, with abstracts, on pets and the elderly. It is one of 12 bibliographies on aging prepared by the National Agricultural Library for its "Pathfinders" series of publications. Topics covered by the other 11 bibliographies include aging parents, adult children, dementia and Alzheimer's disease in the elderly (written for educators), dementia and Alzheimer's disease in the elderly (written for consumers), family caregiving, family support networks, grandparenting, humor in later life, intergenerational relationships, living arrangements in later life, and sibling relationships in adulthood. This bibliography on pets and the elderly contains citations for 24 books and articles for researchers and educators. One professional journal, "Anthrozoos: A Multidisciplinary Journal on the Interactions of People, Animals and Environment," is also cited. It concludes with a list of organizations that readers may contact for further assistance. (NB)

ED 318 953 CG 022 500

Frazier, Billie H.
Sibling Relationships in Adulthood.
National Agricultural Library (DOA), Beltsville, MD. Family Information Center.
PUB DATE- Feb 90
NOTE- 11p.; For other bibliographies in the series, see CG 022 489-491 and CG 022 493-499.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adults; *Aging (Individuals); Older Adults; *Sibling Relationship; Siblings

This document contains a brief bibliography of peer-reviewed literature, with abstracts, on sibling relationships in adulthood. It is one of 12 bibliographies on aging prepared by the National Agricultural Library for its "Pathfinders" series of publications. Topics covered by the other 11 bibliographies include aging parents, adult children, dementia and Alzheimer's disease in the elderly (written for educators), dementia and Alzheimer's disease in the elderly (written for consumers), family caregiving, family support networks, grandparenting, humor in later life, intergenerational relationships, living arrangements in later life, and pets and the elderly. This bibliography on sibling relationship in adulthood contains citations for 8 journal articles, 4 reference books, and 4 chapters in books for researchers and educators, and 4 books and articles for consumers. It concludes with a list of organizations that readers may contact for further assistance. (NB)

DOCUMENT RESUME

ED 318 954 CG 022 501

Ungerleider, Steven; Caudill, Barry D.
IMPACT: An Early Intervention Demonstration Project. Abbreviated Version.
Integrated Research Services, Eugene, OR.
SPONS. AGENCY- Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.
PUB DATE- 15 Nov 88
NOTE- 21p.
GRANT- 3-H84-AD00756-01S1
AVAILABLE FROM- Integrated Research Services, 66 Club Road, Suite 370, Eugene, Oregon 97401 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Administrators; *Alcohol Abuse; Community Leaders; *Drug Abuse; High Schools; High School Students; *Identification; *Intervention; Needs Assessment; *Prevention; Program Effectiveness; *Skill Development; Substance Abuse; Teachers

Project IMPACT is based on an innovative prevention/community intervention model designed to stem the use of drugs and alcohol in an Oregon school district. A total of 74 teachers, administrators, and community leaders participated in a training session which included didactic and experiential sessions informing participants about the nature and extent of substance abuse in their communities and teaching them substance abuse diagnostic and intervention skills. Etiology of substance-abusing behavior, communication skills training, and family systems concepts were all basic components of the IMPACT training. An evaluation of the training indicated that: (1) teachers who participated in IMPACT were significantly more confident in their substance abuse diagnostic skills and had a greater awareness of the drug problem than teachers who had not participated; (2) teachers in the IMPACT training group appeared to provide more alcohol and drug education to their students than did the control respondents; (3) based on a survey of parents, a significant association was found between having a child with a drug problem and their parents' preference for prosocial responses over punitive responses to cope with substance abuse problems; (4) parents and teenagers reporting very communicative families estimated less drug and alcohol use by children; and (5) teenagers' levels of drug and alcohol use was significantly related to peer use levels. (ABL)

ED 318 955 CG 022 502

Doyle, Terrence J.
A Holistic Approach to Improving Advising at Ferris State University. 1988-89 Information Paper.
PUB DATE- May 89
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Academic Advising; College Students; Counseling Effectiveness; Educational Counseling; Faculty Advisers; Higher Education; *Holistic Approach
IDENTIFIERS- *Ferris State University MI

This paper discusses how a holistic, collaborative approach to advising can be developed and what important pieces are needed to implement an effective advising system for the 1990s at Ferris State University (FSU). These actions/policies are recommended: (1) see advising as a university-wide responsibility with collaboration on the delivery of advising services; (2) define information that is readily available to all persons interested in the advising process and eliminate redundancy of information; (3) develop a personal advising system; (4) break advising skills up into the areas of information giving, communication process, and helping skills and work to enhance each area; (5) recognize the special needs of special populations at FSU, such as the needs of nontraditional students, women, minority students, undecided students and underprepared students; and (6) clarify the responsibilities of being an advisor. The paper concludes that there are several areas of the advising process at FSU that could be improved with little or no cost to the institution. It is claimed that these changes would help bring about a more collaborative and holistic system of advising. It is recommended that FSU examine alternative advising systems that would have new cost but would help the institution keep competitive through the 1990s. (ABL)

ED 318 956 CG 022 503

Coleman, Marion Tolbert
Ward Doesn't Live Here Anymore.
Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- 90
NOTE- 15p.
AVAILABLE FROM- Hogg Foundation for Mental Health, Attn: Publications Division, University of Texas, P.O. Box 7998, Austin, TX 78713-7998.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Divorce; Family Characteristics; *Family Life; Family Problems; Family Structure; *Marriage; Mass Media Role; *Television; *Trend Analysis

In this paper, reproduced from a speech given before the Communications Network in Philanthropy, the author uses television as a metaphor to explain the role of the family in the United States, focusing on the "Leave It to Beaver" series. An oral picture is used to discuss the changing nature of the family and divorce. First the family life of the Cleavers in "Leave It to Beaver" is described and parallels are drawn from the author's own childhood. References to other television shows portraying families are included. Contrasts are made between television families of the 1950s and 1980s. It is claimed that divorce is the social trend which has most affected families. A scenario in which Ward and June Cleaver divorce after Ward meets an accountant 10 years younger than himself is presented. Research which indicates that children of divorce suffer in relationships as adults due to effects of their parents' divorce is discussed. It is claimed that marriages seem to be in trouble more than in the past because marriage itself has changed and expectations from the marriage relationship are greater than ever. It is recommended that images of diversity in the family be promoted and that encouragement and information to those in troubled family situations be provided. (ABL)

ED 318 957 CG 022 504

Mei, Dolores M.; And Others
College Discovery and Development Pilot Study: 1987-88, 1988-89. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Apr 90
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Academic Aspiration; Attendance; College Bound Students; *College School Cooperation; Educational Attainment; Higher Education; High Schools; High School Students; *Program Effectiveness; *Program Evaluation
IDENTIFIERS- *Educational Encouragement

The College Discovery and Development Program (C.D.D.P.) is a collaborative effort by the New York City Public Schools Division of High Schools and the City University of New York (CUNY). It is offered at one high school in each borough, and the program is linked with a college in the CUNY system. The C.D.D.P. offers students an enriched curriculum, guidance services, and an opportunity for on-site exposure to college activities. The goal of the program is to better prepare and motivate students in order to increase the likelihood that they will attend college. The extent to which the program was meeting its objectives was evaluated for the program years 1987-88 and 1988-89. The specific program objectives are that participants should improve by five percentage points as compared with a comparison group in these areas: attendance rate, graduation rate, college plans, and pass rates for Regents examinations, academic courses, and Regents Competency tests. The evaluation indicated that 73 percent of the 1,452 1988-89 participants planned to attend college. The participants exceeded a comparison group by five percent with regard to Regents Competency Tests, examinations, and graduation rates. Participants did not exceed the comparison group with regard to number of courses passed or attendance. (ABL)

ED 318 958   CG 022 505

Galloway, Rita; And Others
Counseling Supervision: A Possible Relationship between Perceived

Training Needs and Language.
PUB DATE- Apr 90
NOTE- 15p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (36th, Dallas, TX, April 12-14, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counselor Evaluation; Counselors; *Counselor Training; Graduate Students; Higher Education; *Language Usage; *Supervision

Evaluating the progress of counselor trainees is not a periodic activity for supervisors, but rather an on-going process that is required in order to provide the trainee with appropriate feedback and a plan for future training experiences. This study is a continuation of a program of research examining the supervision and developmental process of counselor trainees. The present study reviews the taxonomy of the intent of language used in counseling and supervision sessions, monitoring changes of one trainee's language throughout a 2-month period. The trainee was a male counseling psychology doctoral student with 2 years of counseling experience and the supervisor was a male with 9 years of counseling supervisory experience. The client was a 50 year-old male with depression. Five counseling and five supervision sessions were videotaped. From transcripts of the sessions the intent of verbal interactions of each sentence were rated. The results suggested responses by a client, counselor/trainee, and supervisor in one relationship across five sessions were consistent. Considerably more work needs to be completed prior to drawing definitive conclusions regarding consistencies, parallel processes, and differences between the counseling and supervision process. (ABL)

ED 318 959 CG 022 506

Holmes, Deborah A.; Stoltenberg, Cal D.
Supervision: A Comparison of Trainees' and Supervisors' Perceptions of Development.
PUB DATE- Apr 90
NOTE- 9p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (36th, Dallas, TX, April 12-14, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counselor Attitudes; Counselor Evaluation; Counselors; *Counselor Training; Graduate Students; Higher Education; Student Attitudes; *Student Development; *Supervision

Counselor development from the beginning counselor to the master counselor has been researched as to the most beneficial model for describing the progression of the trainee. One developmental model, the Integrated Developmental Model, describes three stages plus an integrated fourth stage that a counseling trainee moves through from a beginning counselor to a master counselor. This study examined trainees' and supervisors' perceptions of development and environmental needs for supervision over the semester. Fifteen pairs of trainees and supervisors from doctoral and master level programs participated in the study. Trainees and supervisors completed questionnaires measuring perceived level of development of the trainee, perceived needs of trainees for supervision environments, supervisory style, and supervisor perception. The results indicated that at the beginning of the semester the trainees perceived themselves as having a higher developmental level than did their supervisors. However, trainees and supervisors perceived the trainees as increasing their level of development over the semester, lending support for trainee development in supervision. The supervisors perceived a greater degree of change over the semester than did the trainees, indicating that supervisors perceived the trainees as needing less structure and instruction from the supervisor at the end of the semester than did the trainees. (ABL)

ED 318 960 CG 022 507

Rosenfield, Sylvia
Educating School Psychologists for Restructured Schools.
PUB DATE- Apr 90
NOTE- 21p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (22nd, San Francisco, CA, April 17-22, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consultation Programs; *Counselor Training; Elementary Secondary Education; Interdisciplinary Approach; Organizational

Change; *School Psychologists; *School Restructuring

Restructuring schools implies not only different organizational structures and different ways of operating, but different underlying assumptions. Restructuring schools would include changes in human relationships, changes in incentive structures, changes in how people work and relate to one another, and changes in some of the assumptions made about etiology and treatment of problems. One possible alteration congruent with the restructuring movement would involve the development of core integrated building instructional support teams. For effective functioning on such teams, school psychologists would need skills in collaborative consultation, as well as classroom-based assessment and intervention skills. Educational issues relevant to training school psychologists for these functions include: appropriate socialization about the purpose and importance of consultation services; and the requisite skills for consultation, assessment and intervention. If there is to be restructuring in the schools, and if school psychology is to play a significant role in this process, the training programs will become an important arena for change. (Author/ABL)

ED 318 961 CG 022 508

Quackenbush, Ross; Gastineau, Jerrel
The Academic Skills Workshop: A Parent/Child Group Intervention To Stop School Failure.
PUB DATE- Apr 89
NOTE- 6p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (21st, Boston, MA, March 29-April 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Failure; Elementary Secondary Education; *Homework; *Intervention; Parent Child Relationship; Parent School Relationship; *Prevention; *School Psychologists; School Role; *Study Habits; *Study Skills

Many children needlessly fail in public school. They have adequate intelligence and academic aptitude, but they do no complete and turn in work. Their self-esteem plummets and they do not seem capable of recovery without adult help. The Academic Skills Workshop (ASW) is a model program for educators who believe in the ability of parents to help their own underachieving student. This intervention was originally developed entirely outside the school setting to help failing students academically without the need to conference directly with teachers or counselors. The workshop is given in the evening in groups of six to eight parent/student pairs. The ASW meets for an hour once a week for 5 weeks and uses behavioral psychology to shape adaptive home study habits and to turn in work. Students chart on-task time in each subject with a stopwatch. Students are required to study 5 nights a week. Students are told there is no such thing as not having homework and are directed towards methods of working on the appropriate course. Helping students with poor home study skills is conceived as a high-level parenting/behavior change problem, not a teaching problem. The key is to reach into the home, activate parental interest, and empower parents to become positively engaged in their child's education. (ABL)

ED 318 962   CG 022 509

AIDS Education: Programs for Out-of-School Youth Slowly Evolving.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-90-111
PUB DATE- 1 May 90
NOTE- 23p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies, free; 6-99 copies, $2.00 each; 25% discount on 100 or more copies).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Federal Programs; *Health Education; *Health Programs; Information Needs; *Out of School Youth
IDENTIFIERS- *Centers for Disease Control GA

The Centers for Disease Control (CDC) has accomplished relatively little in providing Human Immunodeficiency Virus (HIV) education to out-of-school youth. This is because: (1) CDC's Center for Chronic Disease Prevention and Health Promotion (CCDPHP), which has lead responsibility for youth, initially targeted the larger, in-school population; (2) the state and local education agencies funded to serve all youth lacked experience with those out-of-school and the organizations that serve them; and (3) few guidelines or specifically targeted educational materials were available. To overcome these barriers, CCDPHP plans to fund local health departments or community organizations to act as focal points for providing services to out-of-school youth, including HIV education. However, this approach is already being carried out by another center within CDC, the Center for Prevention Services (CPS). Therefore, it is believed the CDC should reassess its current strategy toward reaching high-risk, out-of-school youth, specifically considering whether the out-of-school component of CCDPHP should be merged with CDC's existing prevention programs. (The appendix includes a list of agencies contacted during the review; a list of national organizations targeting out-of-school youth; and a list of non-CDC funded federal programs addressing HIV education for out-of-school youth.) (ABL)

ED 318 963 CG 022 510

Jackson, Thomas C.

Focusing on Appropriate Interventions for At-Risk Children with Professional Staff after the Multidisciplinary Team Process.

PUB DATE- Sep 89
NOTE- 173p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Decision Making; Elementary Education; Evaluation; *High Risk Students; *Interdisciplinary Approach; *Intervention; Professional Personnel; Program Effectiveness

This practicum was designed to provide a systematic follow-up procedure to assure appropriate intervention and education to children considered to be at risk of failure in school after the multidisciplinary or student assistance team evaluation process in an elementary school. The second aim was to heighten the awareness of teachers and pupil personnel socialization process, and the importance of relationships. Multidisciplinary team and student assistance team decisions were reviewed. The need to introduce a follow-up procedure to provide intervention strategies to children who continued to be at risk of failure after multidisciplinary or student assistance team meeting was determined. A group decision-making process was used to prioritize interventions the group felt were needed based upon their understanding of the child's academic and social behavior and their hunches about the needs that still existed. In conjunction with this, the professional staff was provided with periodic bulletins which focused upon children's thinking, play, psychosocial, and social development. The results of the practicum indicated that only part of one objective was met. Professional staff involved in the intervention decision-making process found it better than the multidisciplinary team process only in problem identification, and essentially the same as the multidisciplinary team process as a decision-making process and in the quality of the interventions. The interventions attempted, the satisfaction toward goal attainment, and the quality of the interventions provided were within the range indicating satisfactory progress but not good progress. (Author/ABL)

ED 318 964   CG 022 511

Heritage, Jeannette; And Others
Gender, Teaching Methods and ACT Scores.
PUB DATE- Mar 90
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association of Counseling and Development (Cincinnati, OH, March 16-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Accounting; *Age Differences; College Students; Higher Education; *Scores; *Sex Differences; *Teaching Methods
IDENTIFIERS- American College Testing Program

The hue and cry of the business world is for an educational system that emphasizes the development of analytical abilities and problem solving skills. Society is looking for more competent females in the work force. This study examined the significance of gender, methodology, academic preparation, and age as related to development of judgmental and problem solving skills. Gender, mathematics American College Testing Program (ACT) scores, composite ACT scores, grades in coursework, and age were used to analyze the impact of teaching methodology on students' (N=118) ability to analyze financial statement data. The results reflected positively on the accounting student compared to the general college population and the female student in particular. Using different methods to teach activities did not appear to penalize students. Females in this study had higher grade point averages and higher post-case scores than did males. This may be an indication that accounting is attracting the more capable female student who possesses greater analytical ability. Although only 12 subjects were over 22 years of age, their grade point average was 3.08 as compared to 2.55 for the traditional age (18-22) student. The world of accounting and accounting education is in a state of flux. The complexity of college instruction often defies the advantages of controlled observations; nevertheless, there is a great deal to learn about the process through studies such as the one described in this classroom experience. (ABL)

ED 318 965 CG 022 512

Webster, Raymond E.; Rogers, Jean G.

Predicting At-Risk-for-Failure Students Based on Information Processing Characteristics.

PUB DATE- Mar 89
NOTE- 17p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (21st, Boston, MA, March 29-April 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Failure; Elementary School Students; Grade 2; *High Risk Students; *Identification; *Predictive Measurement; *Predictive Validity; Primary Education
IDENTIFIERS- *Learning Efficiency Test

Each year large numbers of children experience academic failure during the first 3 years of their public school involvement. Many studies have been done using demographic and norm-referenced tests to try to identify at-risk-for-failure youngsters either at the preschool level or early during their school experience. Most attempts have been costly and of limited success. This study examined the concurrent and predictive validity of performance on a test measuring the information processing characteristics of students to identify youngsters with low achievement in school. Second-grade students (N=380) were individually administered the Learning Efficiency Test (LET) and regression and discriminant analyses were conducted. Variables examined included actual levels of performance in reading and mathematics, California Achievement Test total scores in reading and mathematics, and teacher rankings of overall student achievement levels. Results showed high levels of accuracy for the LET in predicting both achievement levels and in classifying students according to teacher rankings. The LET is easy to administer and reflects a cost-effective approach. Moreover, the predictive efficacy of the LET represents substantial improvements over past studies that used costly and elaborate diagnostic procedures which have failed to identify at-risk students beyond chance levels. (Author/ABL)

ED 318 966 CG 022 513

Snodgrass, Sara E.; Stoliker, Howard

Women's Dominance with Men Revisited: What if She Is More Intelligent?

PUB DATE- 6 Apr 90

NOTE- 11p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (36th, Atlanta, GA, April 4-7, 1990).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Behavior Patterns; College Students; Higher Education; *Intelligence; Interpersonal Relationship; *Leadership; *Sex Differences

IDENTIFIERS- *Dominant Behavior

Previous research has indicated that women tend to relinquish leadership, or dominance, to men in mixed-sex interactions, even when the woman has a more dominant personality trait or when she is assigned to be the leader. This study was designed to determine effects of perceived intelligence in dominance, particularly if women who thought they were more intelligent than their male partner would more readily assume dominance. College student subjects (N=126) interacted with a partner that they were led to believe was either more or less intelligent than themselves. Sixty-three pairs (same- and mixed-sex) interacted and then completed questionnaires rating their perceptions of their own and their partner's dominance, intelligence, etc. Males were not more dominant than "less intelligent" subjects. However, interactions between sex and intelligence level showed that females with "more intelligent" males were least dominant of all, and males with "less intelligent" females were most dominant. Regardless of intelligence level, females paired with males were less dominant. The results support past studies which indicated that women do not tend to assume dominance with male partners, regardless of the situation. (Author/ABL)

Sopasakis, Maria; Snodgrass, Sara E.
Attractiveness and Leader Style: Evaluations of Male and Female Leaders by Male and Female Evaluators.
PUB DATE- 6 Apr 90
NOTE- 14p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (36th, Atlanta, GA, April 4-7, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; *Leadership; *Leadership Styles; *Physical Attractiveness; *Sex Differences; *Sex Stereotypes

Previous research has suggested that men are stereotypically believed to be better leaders than women; that more physically attractive people are evaluated more positively than less attractive people; and that men and women use different leadership styles. This study examined the interactions of sex, leader style, and physical attractiveness on evaluations of leaders. College student subjects (N=154) rated leaders of an audiotaped college committee meeting on perceived attractiveness, likability, effectiveness as a leader, and other items related to their perceptions of the leader. Sex of leader, attractiveness of leader (from photographs), and leader style (autocratic versus participative) were crossed and rated by male and female subjects. Strong main effects showed that the manipulations were effective. The predicted interaction that women would be rated more negatively when autocratic and unattractive was not significant, but a four-way interaction with subject sex showed that the predicted bias held only for male subjects and that female subjects held similar bias towards male leaders. Attractive leaders were not rated as more effective overall, nor were participative leaders rated as more effective overall. (Author/ABL)

DOCUMENT RESUME

ED 318 968 CG 022 515

Sander, Julie A.; Smith, Susan B.
Life Satisfaction in Rural and Urban Elderly: Nursing Home and Independent.
PUB DATE- Apr 90
NOTE- 19p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (36th, Atlanta, GA, April 4-7, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Aging (Individuals); Institutionalized Persons; *Life Satisfaction; *Nursing Homes; *Older Adults; *Rural Urban Differences

Life satisfaction in the elderly has long been an area of considerable interest to gerontologists, and with good reason. As the numbers of elderly increase in our society, a better understanding of the process and determinants of successful adaption will be beneficial. Given the traditional self-reliant and independent lifestyles valued by the rural elderly and the less rigid lifestyles of the urban elderly, life satisfaction in those rural elderly who are institutionalized would be expected to be lower than the independent rural and urban elderly and the institutionalized urban elderly. Forty-two rural elderly (21 of whom resided in nursing homes and 21 of whom were independent) and 55 urban elderly (18 of whom resided in nursing homes and 37 of whom were independent) completed the Life Satisfaction Index-A. Analysis indicated that the independent elderly displayed higher life satisfaction than the nursing home elderly. The urban elderly reported higher life satisfaction than did the rural elderly. Perhaps the urban elderly experience greater life satisfaction as the result of the more social and accessible nature of urban areas versus rural areas. The rural elderly are restricted by the limited availability of social support systems, accessibility to services, and leisure activities. The more independent and self-reliant environment valued by the rural elderly may account for their lowered life satisfaction. The urban elderly may adapt to growing old more successfully and retain a higher level of satisfaction due to a more flexible environment. (ABL)

ED 318 969 CG 022 516

Hinkle, J. Scott
DSM-III-R: Professional Implications and Revisions for Mental Health Counselors.
PUB DATE- 87
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Change; *Classification; *Counseling; *Mental Disorders; Vocabulary
IDENTIFIERS- *Diagnostic Statistical Manual of Mental Disorders

Major modifications in the diagnostic nomenclature used in the Diagnostic and Statistical Manual of Mental Disorders -III- Revised (DSM-III-R). Discussions of the modifications is preceded by an introduction to diagnosis in counseling and a brief introduction to the DSMs. The process for revising the DSM is described. Modifications in these classifications are described: (1) disorders usually first evident in infancy, childhood, or adolescence; (2) organic mental syndromes and disorders; (3) psychoactive substance use disorders; (4) schizophrenia; (5) delusional (paranoid) disorder; (6) psychotic disorders not elsewhere classified; (7) mood disorders; (8) anxiety disorders; (9) somatoform disorders; (10) dissociative disorders; (11) sexual disorders; (12) sleep disorders; (13) factitious disorders; (14) impulse control disorders not elsewhere classified; (15) adjustment disorder; (16) psychological factors affecting physical condition; (17) personality disorders; (18) V codes; and (19) additional codes. The Multiaxial Diagnosis system is described. The report concludes that it is imperative for mental health counselors to keep appraised of diagnostic revisions and the appropriate use of the multiaxial system in order to provide accountable professional counseling services. (ABL)

ED 318 970 CG 022 517

Nelson, Charles W.

An Alternate Approach to Retention and Healthier Student Roles.

PUB DATE- 88
NOTE- 16p.; Paper presented at the Annual Conference of the National Association of Student Personnel Administrators (70th, St. Louis, MO, March 27-30, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Health; *Higher Education; Quality of Life; *School Administration; School Holding Power; Socialization; *Stress Variables; Student Development; Student Role

The university is a major intervention in the lives of its students as it seeks to socialize them into society's future needs. Organizational climate or culture has a major impact on the motivation of students as it designs their role experiences through it organizational requirements. Stress related problems arise from the individual's life space and treatment of the symptoms does not change the source of the problem. Coping effectively with a potential stressor means it does not produce a stress reaction. One of the most powerful coping mechanisms to reduce the impact of role stressors lies in redefinition of the situation itself so that the role demands do not undermine one's capacity to cope with the potential stressors. The Quality of Life Stress Survey measures four basic life style needs which vary for individuals but must be fulfilled if the student is to identify with the role and be motivated to put forth the effort needed to carry out the role effectively. Role stressors can be modified through programs of role clarification, simplification, enrichment, and support groups, once the survey reflects where the organization needs to make changes in roles. Universities may suffer from faculty specialization and formalization. If universities are to carry out their mandate to provide an organization climate within which students can develop into healthy citizens the Diagonal Conference is a helpful tool to overcome bureaucratic stressors that are obstacles to student development. (ABL)

ED 318 971   CG 022 518

Faddis, Bonnie; And Others

Guide for Planning, Implementing, and Evaluating a Mentoring Program.
Hand in Hand: Mentoring Young Women. Book 1.
Northwest Regional Educational Lab., Portland, OR. Center for Sex Equity.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, D.C.
PUB DATE- 88
NOTE- 114p.; For other documents in the series, see CG 022 519-520.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Career Development; Case Studies; *Females; *Mentors; *Minority Groups; Motivation; *Program Development; *School Business Relationship; Secondary Education

This document is one of three products developed as part of a 2-year project designed to increase the motivation of minority young women to pursue occupations and careers that will be in demand in the future. It is hoped that these products will help schools and businesses to cooperate in conducting a mentoring program. It provides guidelines for setting up a program and for establishing an active partnership between schools and businesses. It also includes a leader's guide for setting up one type of mentoring program. In addition to suggesting procedures for initiating, conducting, and evaluating mentoring programs, this guide includes case studies of two existing and flourishing mentoring programs. It is designed to be an easy-to-use reference resource for businesses, schools, or community agencies that want to initiate mentoring programs. Chapter 1 presents the eight steps in developing a mentoring program. Chapter 2 provides workshop leaders with an introduction to conducting mentor training, and chapter 3 contains a set of mentor training activities. Chapter 4 includes the case studies of two mentoring programs: The Registry in Seattle, Washington and the Directions' Career Mentorship Program in San Francisco, California. Appendices contain supplemental information for trainers and fliers, and forms from the Northwest Regional Educational Laboratory and the two mentoring programs described in the case studies. (NB)

ED 318 972 CG 022 519

Faddis, Bonnie; And Others
Ideabook for Mentors. Hand in Hand: Mentoring Young Women. Book 2.

Northwest Regional Educational Lab., Portland, OR. Center for Sex Equity.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, D.C.
PUB DATE- 88
NOTE- 39p.; For other documents in the series, see CG 022 518-520.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Career Development; *Females; *Mentors; *Minority Groups; Motivation; *Program Development; *School Business Relationship; Secondary Education

This document is one of three products developed as part of a 2-year project designed to increase the motivation of minority young women to pursue occupations and careers that will be in demand in the future. It is hoped that these products will help schools and businesses to cooperate in conducting a mentoring program. This ideabook was written to help individuals to be effective mentors for minority young women. Used by mentors during a 2-hour training session, the ideabook is the basis for all mentor training activities and it includes general information about being a mentor as well as specific information about minority females and career development. It also contains descriptions of activities that mentors and students can complete during their time together. The introduction contains a short set of questions and answers on facts and figures about women and work. A chapter on the characteristics of mentors defines a mentor, discusses the importance of a mentor, and lists qualities that a mentor needs. The next chapter presents tips for being an effective mentor. Organization-related, job-related, personal, and other tips are provided. The following chapter, "Talking about Your Work," presents a worksheet for mentors designed to help them identify some specific topics about their work to discuss with students. Other chapters focus on productive conversations in a mentorship, nitty-gritty issues, body language, and applications. (NB)

ED 318 973 CG 022 520

Student Career Journal. Hand in Hand: Mentoring Young Women. Book 3.

Northwest Regional Educational Lab., Portland, OR. Center for Sex Equity.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, D.C.
PUB DATE- 88
NOTE- 61p.; For other documents in the series, see CG 022 518-519.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Career Development; Females; *Mentors; Minority Groups; Motivation; *Role Perception; *School Business Relationship; Secondary Education

This document is one of three products developed as part of a 2-year project designed to increase the motivation of minority young women to pursue occupations and careers that will be in demand in the future. It is hoped that these products will help schools and businesses to cooperate in conducting a mentoring program. This workbook was designed for students to use during the mentorship. It contains information, activities, and questions for students to consider and complements the activities described in the mentor ideabook. The first section, "What's This All About," describes a career journal and gives reasons for students to keep such a journal. It also describes a mentor and considers how mentoring can benefit the student. The next section provides students with a set of questions that they can ask their mentor about the mentor's job, the future of that type of occupation, how the mentor got the job, how he/she feels about the job, and how the job affects the mentor's personal life. The next section, "Thoughts and Reflections," asks students questions that will make them think about how they handle themselves in a variety of situations, suggesting that students write their answers to the questions and discuss them with their mentors. The final section helps the student to put all the mentoring information together and to record her thoughts and feelings about the experience. (NB)

ED 318 974 CG 022 521

Report of the Advisory Council on Developing Character and Values in New Jersey Students.

New Jersey State Dept. of Education, Trenton.

PUB DATE- Mar 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)

DESCRIPTORS- Elementary Secondary Education; *Student Development; *Values Education
IDENTIFIERS- *New Jersey

This document presents a report from an advisory council set up by the New Jersey State Department of Education to list and define a common core of values deemed essential to society and acceptable to the majority of New Jersey citizens and to recommend goals and objectives for character education. It briefly outlines the process the council followed in studying character- and values-related materials and in conducting public hearings on values education throughout the state of New Jersey. A set of six premises that underlie the conclusions of the council are listed and discussed. The next section lists, in alphabetical order, the four core values the council decided upon as the core of the state's character and values education program. Each value is subdivided into traits upon which the core value is based. The four core values identified by the council are: (1) civic responsibility; (2) respect for the natural environment; (3) respect for others; and (4) respect for self. The document concludes with suggestions from the council for implementation of a character and values education program. (NB)

ED 318 975 CG 022 522

McKay, Sylvester; Relos, Ruth

Magistrates' Survey. 1988 Follow-Up: Analysis of Results. Report to the Governor's Task Force on Domestic Violence.

North Carolina State Dept. of Human Resources, Raleigh. Div. of Mental Health, Mental Retardation and Substance Abuse Services.

PUB DATE- Jul 89
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Battered Women; *Court Litigation; *Family Violence
IDENTIFIERS- *North Carolina

In 1988, over one-third of all North Carolina magistrates, from 87 of 100 counties, responded to a survey from the Governor's Task Force on Domestic Violence. Ninety-nine percent of respondents indicated that they had handled at least one case in which a woman had complained about physical violence or threats from her husband or boyfriend. The magistrates reported very few cases of men making complaints about physical violence or threats from their wives or women friends. More that three-fourths of the magistrates had

referred a battered woman to a local domestic violence program. Approximately one-half of the magistrates had decided not to issue a domestic violence warrant because of insufficient evidence of injury, and 38.7% had decided not to issue a domestic violence warrant because the woman had previously dropped a warrant. More than 90% of the magistrates had used domestic criminal trespass and communication of threats laws as criminal remedies for domestic violence. About two-thirds had used the domestic violence bail provision and held a husband or boyfriend for a reasonable period of time before setting bail. Although there was an expressed interest in training, only 40% of the magistrates had received training or attended a workshop regarding domestic violence. Survey responses indicated an overall awareness of the problem on the part of the magistrates, a real concern for meeting the needs of victims, and frustration with repeat complainants who later drop charges. (Author/NB)

Kayye, Paul T.; Relos, Ruth
Substance Use among Pregnant Women: The Report of the Task Force for the Prevention of Substance Use among Pregnant Women.
North Carolina State Dept. of Human Resources, Raleigh. Office for Children and the Family.
PUB DATE- Apr 90
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Congenital Impairments; Drug Use; Females; *Infant Mortality; Infants; Mortality Rate; *Neonates; *Pregnancy; *Prenatal Influences; Prevention; *Substance Abuse
IDENTIFIERS- *North Carolina

This document contains a report from the North Carolina Task Force for the Prevention of Substance Use Among Pregnant Women, a task force established to develop a long-range plan to decrease infant death and disability due to exposure to toxic substances in utero. The executive summary identifies four major problem areas which negatively affect prevention and treatment efforts: (1) lack of substance abuse prevention and treatment services for women; (2) absence of programs that meet the needs of substance using/abusing pregnant women; (3) lack of a system which facilitates the interaction of human service personnel who serve women in their child-bearing years and human service personnel concerned with the prevention and treatment of substance abuse; and (4) lack of awareness on the part of professional workers and the general public of the problems posed by maternal use of toxic substances during pregnancy. This report contains recommendations and strategies developed by the task force to address problem areas associated with substance use during pregnancy. Recommendations are included under five categories: treatment, education (kindergarten to college, health and other helping professionals, direct service providers, and general public), social services, legislative issues, and data base. Seven appendices include: a list of local health departments; Oregon's proposed program standards for treatment of women; and area mental health, developmental disabilities and substance abuse programs. (NB)

ED 318 977 CG 022 524

Brancato, Debra Michel
The Provision of Children's Services Within Battered Women's Shelters: A Model Children's Program.
PUB DATE- May 87
NOTE- 85p.; Master's Thesis, California State University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - General (140) Reports - Research/Technical (143)
DESCRIPTORS- Battered Women; *Childhood Needs; *Children; *Delivery Systems; *Family Violence; *Human Services; Models
IDENTIFIERS- *Womens Shelters

A three-fold exploratory study was conducted to examine the current literature regarding the effects of spousal abuse on observing children, evaluate children's programs within battered women's shelters, and propose a model children's program designed to meet children's needs. Based on the literature and the children's programs currently existing, a model program was developed. Administrative staff in battered women's shelters identified as expert in the field of domestic violence service delivery were interviewed for their evaluation of the proposed model. The experts also identified barriers to implementation of the model and ethnic and cultural issues that affect service delivery. The model children's program was modified as a result of the experts' input. This report describes the development of the children's program and discusses barriers noted by experts in the field, recommendations for overcoming the barriers, cultural and ethnic differences which affect service needs, implications of the model children's program, and recommendations for shelter service providers and future research regarding children's programs within battered women's shelters. (Author/NB)

ED 318 978 CG 022 525

Nadel, Mark V.
AIDS Education: Gaps in Coverage Still Exist.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/T-HRD-90-26
PUB DATE- 3 May 90
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Adolescents; *At Risk Persons; *Health Education; Prevention; Secondary Education; *Sex Education

This document presents testimony given before the Senate Committee on Governmental Affairs concerning a General Accounting Office (GAO) review of education programs for youth designed to limit the spread of the human immunodeficiency virus (HIV), which causes acquired immunodeficiency syndrome (AIDS). It notes that most American teenagers have received essential information on the causes of AIDS and how to minimize the risks of becoming infected with HIV. Nonetheless, the GAO investigation revealed gaps in the provision of AIDS education, and those gaps are discussed in this report. These findings from the GAO review of the school-based HIV education program nationwide are presented: (1) two-thirds of the nation's school districts offered HIV education; (2) smaller districts were less likely to provide HIV education; (3) HIV education was not provided at all levels, particularly in the upper grades, where the likelihood of sexual activity was greatest; (4) essential planning and monitoring data on students' knowledge, beliefs, and behaviors were inadequate; and (5) teacher training was often insufficient or lacking. Other findings presented are from the GAO review of education programs targeted at high-risk, out-of- school youth. From this review, it is concluded that the Centers for Disease Control's (CDC) Division of Adolescent and School Health has been slow to address HIV education needs; that the Division has primarily funded education agencies and the resulting out-of-school activities have been limited; and that the Division plans a new initiative to fund health departments to reach out-of-school youth that potentially duplicates another CDC Center's approach. (NB)

ED 318 979 CG 022 526

Cornell, Nancy T.; Sheras, Peter L.
A School Crisis Network: A School and Mental Health Cooperative Effort.
PUB DATE- Mar 89
NOTE- 23p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (21st, Boston, MA, March 28-April 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperation; *Crisis Intervention; Elementary Secondary Education; *Mental Health; *School Community Relationship; *School Psychologists; *Student Needs

The School Crisis Network is an organization founded in Charlottesville, Virginia by a group of practitioners in the community, local mental health agencies, and school personnel to address the needs of local school systems during times of crisis. It represents a unique cooperative effort between mental health professions and the school system which offers school psychologists a means to go beyond building limitations by using available community resources to provide support and intervention for staff and students during emergencies. Since its inception over 2 years ago, the Network has provided support to schools in dealing with the immediate aftermath of student suicides, accidents, and the deaths of parents with school-age children. This paper describes the School Crisis Network and the importance and development of the relationship between schools and the communities they serve. A number of major components that have contributed to the success of this model are reviewed, including the routine followed during a crisis situation; the mechanism used to coordinate the school administration, building level staff, and outside volunteers; and the education and training provided by the School Crisis Network. The paper concludes that the School Crisis Network has proved to be effective in providing organizational and professional support to local school systems during times of crisis. (NB)

ED 318 980 CG 022 527

White, Arden; Klimowski, Barbara

Participation in the "Journal of College Student Development" as Authors and Editorial Board Members: A Gender Study.

PUB DATE- 88
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Authors; Higher Education; *Scholarly Journals; *Sex Differences; *Student Personnel Services; Trend Analysis; *Writing for Publication
IDENTIFIERS- *Journal of College Student Development

Scholarly experiences of men and women differ in several ways, including participation in various aspects of writing. This study analyzed author contribution and editorial board participation, by gender, for the entire history of the "Journal of College Student Development" (formerly the "Journal of College Student Personnel"). All issues from 1959 through 1988 were reviewed. The findings revealed that, beginning in the mid-1960s, trends for editorial board participation and authorships were similar. From about 10% in the mid-1960s, both editorial board and author percentages for females increased to the upper 40% range by 1988. The author-based equity ratios showed generally that first-author experience increased more or less proportionately to the all-author experience. An optimistic interpretation is that participation by women in the 1980s appears to have been edging toward equity, with less underrepresentation than in earlier decades. (NB)

ED 318 981 CG 022 528

Stine, Karen Coe; And Others
Changes in Teacher Attributions of Student Problems Following

Consultation.
PUB DATE- Mar 89
NOTE- 11p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (21st, Boston, MA, March 28-April 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Attribution Theory; *Catholic Schools; Comparative Analysis; *Consultation Programs; Elementary Education; *Elementary School Teachers; *School Psychologists; *Student Problems; *Teacher Attitudes

This study was conducted to examine the effects of consultation on consultee perceptions of the causality of children's school-related problems and the expectations for successful problem resolution. Participants were 39 volunteer teachers from Catholic elementary schools, none of whom had ever before worked with a consultant. Consultants were 7 certified school psychologists, all of whom had completed formal training in collaborative-behavioral consultation. Consultation sessions took place in school settings. Differential changes in perceptions were examined for teachers who worked with the consultant for 10 weeks and teachers in a no-treatment control group. Transcriptions of audiotaped neutral interviews conducted with teachers prior to and following weekly consultation sessions over the 10 weeks were analyzed using an attributional framework consisting of the dimensions of locus of causality and globality. Trained raters classified the attributional content of the transcriptions, and expert raters also independently assigned each transcription an overall rating according to how optimistic they perceived the teacher to be regarding problem resolution. Analysis of attributional statements indicated no significant changes in teachers' perceptions of causality or expectations for successful problem resolution between groups or within groups from pre- to post-treatment. (NB)

ED 318 982 CG 022 529

Farabee, David; And Others
Intrinsic Motivation, Perceived Competence, and Gender in a Controlling Situation.
PUB DATE- Apr 90
NOTE- 13p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (36th, Dallas, TX, April 12-14, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Competence; Competition; Higher Education; *Self Concept; *Self Evaluation (Individuals); *Self Motivation; *Sex Differences

Deci and Ryan's (1975, 1980) cognitive evaluation theory viewed intrinsic motivation as a function of perceived competence and personal causation. Deci and Ryan also proposed that people tend to perceive competitive situations as controlling. Gender differences were used by Deci and Olson (1989) to explain the findings by Ryan and Deci (1986) that males evidenced more intrinsic motivation following losing and females evidenced more intrinsic motivation following winning. This study replicated the Ryan and Deci (1986) study in a noninteractive competitive situation. If results are consistent with Deci and Olson's (1989) interpretation, then persistence at the task should be highest for females who won and males who lost and reported interest in the task should be higher for females than for males regardless of competition outcome. Subjects were 20 male and 20 female college students who completed a puzzle-solving task in which the outcome was manipulated. Both males and females interpreted the situation as being competitive with no significant differences related to gender. Both genders reported feeling competent after winning and incompetent after losing. Males who lost and females who won persisted at the task significantly longer than did males who won and females who lost. Males, however, reported that the task was more interesting than did females in both the win and lose conditions. (NB)

DOCUMENT RESUME

ED 318 983 CG 022 531

Gleghorn, Alice A.; Penner, Louis A.
Body Image and Self-Esteem in Normal Weight Women.
PUB DATE- Aug 89
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Body Image; College Students; *Females; Higher Education; *Self Esteem

Research suggests that, in clinical samples, body image disturbances are related to severe eating disorders and problems with self-concept and self-esteem. There have been relatively few studies, however, which have empirically investigated the relation between body image and personality characteristics among normal women. This study investigated the correlation between the attitudinal and perceptual components of body image and self-esteem in a sample of 56 normal weight female undergraduates with no history of an eating disorder. Subjects completed the Personal and Academic Self-Concept Inventory and the Body Parts Satisfaction Questionnaire. Perceptual body image was measured with the Adjustable Light Beam Apparatus and with the Image Marking Procedure. The results revealed that the attitudinal component of body image, but not the perceptual component, was significantly correlated with overall self-esteem and the physical appearance aspect of self-esteem. A significant correlation between the physical appearance dimension of self-esteem and global self-esteem was also found. This latter finding was consistent with findings obtained with eating disordered women. Findings have important implications for the role of physical self-esteem in prevention, treatment, and theories of etiology of the eating disorders. (NB)

ED 318 984 CG 022 532

Tang, Thomas Li-Ping
The Meaning of Money Revisited: Workers' View.
SPONS. AGENCY- Middle Tennessee State Univ., Murfreesboro.
PUB DATE- Apr 90
NOTE- 14p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (36th, Dallas, TX, April 12-14, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Employee Attitudes; *Personality Traits; *Test Construction; *Values
IDENTIFIERS- *Money; *Money Ethic Scale

Money has significant impacts on people's motivation and their work-related behavior in organizations. This study was conducted to develop the Money Ethic Scale (MES) and to examine the initial nomological network of the scale. A 25-page questionnaire on attitudes toward money was distributed to 1,200 subjects, including students and faculty of a state university, personnel managers attending professional compensation seminars, workers at an engineering development center, local schools, banks, churches, and other establishments. Of 689 usable questionnaires, only those from subjects with full-time work experience were selected (N=249). Fifty items were generated from the original MES scale. Data based on the original 50-item money questionnaire from 249 subjects were subjected to a principal components factor analysis and followed by a varimax rotation. Six factors were identified: Good, Evil, Achievement, Respect/Self-Esteem, Budget, and Freedom/Power. The test-retest reliability and inter-item consistency reliability for each subscale of the 30-item MES were satisfactory. The nomological network of the MES as related to demographic variables, personality variables, values, and work-related variables was also examined. (Author/NB)

ED 318 985 CG 022 533

Gadzella, Bernadette M.; And Others
Types of Stresses Experienced by Professionals.

PUB DATE- 12 Apr 90
NOTE- 12p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (36th, Dallas, TX, April 12-14, 1990).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Animals; Childlessness; *Employment Level; Graduate Students; Higher Education; *Marital Status; Parents; *Professional Personnel; Sex Differences; *Stress Variables
IDENTIFIERS- *Pets

This study was conducted to examine the types of stresses experienced by professionals. Subjects were 56 persons enrolled in graduate classes who completed the Tennessee Stress Scale-L, Work Related Stress Inventory for Professionals. Besides the Total stress score, the instrument produced three subscale scores: Stress Producers, Coping Mechanisms, and Stress Symptoms. The results revealed that: (1) married subjects had significantly higher scores than did single subjects on the Coping Mechanisms subscale; (2) the staff group had significantly higher scores than did mid-level managers on Stress Symptoms and Total Stress; (3) the moderate stress level group had significantly higher scores than the mild stress level group on Stress Producers, Stress Symptoms, and Total Stress; (4) subjects having pets had significantly higher scores than subjects without pets on Coping Mechanisms; (5) men who had pets and women who did not have pets had significantly higher scores than did men who did not have pets and women who had pets on Stress Symptoms and Total Stress; and (6) individuals who had both children and pets and those who had neither children nor pets had significantly higher scores on Stress Producers than did individuals having either only children or only pets. (NB)

ED 318 986 CG 022 534

Hudiburg, Richard A.

Comparing Computer-Related Stress to Computerphobia.

SPONS. AGENCY- North Alabama Univ., Florence.
PUB DATE- Apr 90
NOTE- 9p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (36th, Dallas, TX, April 12-14, 1990).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; College Students; *Computers; Higher Education; *Stress Variables; *Student Attitudes
IDENTIFIERS- *Computerphobia

This study was conducted to investigate the relationship between computer-related stress, somatic complaints, and computerphobia. Subjects were 109 graduate and undergraduate college students who completed a questionnaire which consisted of questions on demographic data; exposure to computer information; the Computer Technology Hassles Scale to measure computer-related stress; somatic complaint items from the Hopkins Symptom Checklist; and Rosen, Sears, and Weil's (1987) measures of computerphobia: Computer Anxiety Rating Scale, Attitudes Toward Computers Scale, and Computer Thoughts Scale. Based on correlational analyses, the results indicated that the Computer Technology Hassles Scale was significantly correlated with somatic complaints (r=.35), years used a computer (r=.27), and self-rated computer knowledge (r=.28). The Computer Technology Hassles Scale was not significantly correlated with the measures of computerphobia: Computer Anxiety Rating Scale (r=.18), Attitudes Toward Computers Scale (r=-.08), and Computer Thoughts Scale (r=-.05). Evidence supports the conclusion that computer-related stress is distinct from computerphobia. (NB)

ED 318 987 CS 009 997

Gentner, Dedre; Jeziorski, Michael

Historical Shifts in the Use of Analogy in Science. Technical Report No. 498.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Office of Naval Research, Arlington, Va.
PUB DATE- Apr 90

NOTE- 36p.
CONTRACT- G0087-C1001-90; N00014-85-K-0559; NR667-551
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Historical Materials (060)
DESCRIPTORS- Cognitive Style; *Creative Thinking; *Science History; Scientific Methodology; Scientists; Thinking Skills
IDENTIFIERS- *Analogical Reasoning; *Analogy; Theory Development

Noting that analogy is widely considered to be an important mechanism of scientific thinking and a source of creative insight in theory development, this report considers the implicit constraints that determine analogical soundness. The report first examines the constraints that govern analogical reasoning as it is predicated currently. The report then traces the scientific uses of analogy through three time periods and contrasts the styles of analogizing practice by scientists at different points in history. The report concludes that the notion of analogical soundness has evolved over time. (Four tables of data, four figures, and 18 footnotes are included.) (RS)

ED 318 988 CS 010 004

Bock, Joan

Portraits of Six Developing Readers in a Whole Language Classroom.

PUB DATE- Nov 89
NOTE- 13p.; Paper presented at the Annual Meeting of the National Reading Conference (39th, Austin, TX, November 28-December 2, 1989). Small print in Table 1 may be difficult to read.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; Case Studies; Classroom Environment; Classroom Research; Family Characteristics; Grade 2; *High Risk Students; Primary Education; Qualitative Research; Reading Attitudes; *Reading Habits; Reading Interests; Reading Processes; Student Characteristics; *Whole Language Approach; Writing Processes
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

A study investigated how second-grade learners, identified as less proficient, continued their literacy learning in a whole language classroom. Subjects, six second-grade Chapter 1 students, were observed during independent reading time twice per week over a period of 8 months. Additional data collection procedures included participant observation, field notes, informal interviews, reading miscue inventories, audio-tape recordings, questionnaires, photographs, and test results. Results indicated that the whole language environment supported each of the unique less proficient learners and facilitated optimum growth in reading and writing. Results also indicated the multiple factors that contributed to the uniqueness of the subjects: (1) early language experiences; (2) family literacy support; (3) metacognitive awareness of reading and writing processes; (4) instructional methods; (5) social process variables; and (6) physical characteristics of the learners. (Two tables of data are included; 28 references are attached.) (RS)

ED 318 989 CS 010 030

Sanacore, Joseph; Rauch, Sidney J.
Reading Leadership: Strategies for Administrators, Supervisors, and Consultants.
PUB DATE- 90
NOTE- 231p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; Administrators; Computer Uses in Education; Elementary Education; Higher Education; High Risk Students; Reading Achievement; Reading Comprehension; *Reading Consultants; *Reading Instruction; Reading Programs; *Reading Teachers; Recreational Reading

Intended for practitioners and graduate students in reading education and educational administration, this guide presents theory, research, and practice that will help prospective and working administrators and supervisors to conceptualize better ways of helping children learn to read and want to read. Chapter One, "The Need for Reading Leadership," discusses a school-based improvement process, the varied roles of educational leaders, and the importance of supervisors who are knowledgeable in the reading field. Chapter Two, "Hiring Qualified Reading Teachers," focuses on considering a variety of approaches to assure that the schools recruit the best reading teachers. Chapter Three, "Success in Literacy through Early Intervention," suggests a number of strategies to help young children develop a foundation for success in literacy. In Chapter Four, "Administrators Can Support a Better Link between the Learning Center and the Classroom," the focus is on curricular congruence. Chapter Five, "Computer Applications as a Schoolwide Innovation: Focusing on Cooperative Leadership," highlights the cooperative strategies used by administrators and teachers, while focusing on computer application. In Chapter Six, "New Perspectives on Reading Instruction," recent insights concerning reading instruction are presented. Chapter Seven, "Reading Comprehension Myths: Administrators Beware," stresses the importance of dispelling reading comprehension myths. The last three chapters focus on independent reading and cover a variety of areas, including schoolwide efforts for recreational reading, uses of free reading for at-risk children, and strategies for sustaining independent reading. Appendixes include an annotated bibliography on reading leadership, a description of periodicals for reading leaders, and guidelines for improving reading lessons. (MG)

ED 318 990 CS 010 037

Wark, David M., Ed.
College and Adult Reading VII: The Seventh Yearbook of the North Central Reading Association.
North Central Reading Association, St. Paul, Minn.
PUB DATE- 74
NOTE- 171p.; For yearbooks 8-14 in this series, see CS 010 038-044.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Collected Works - Proceedings (021)
DESCRIPTORS- Adults; College Programs; Higher Education; Locus of Control; Navajo; Program Descriptions; Reading Achievement; Reading Comprehension; Reading Instruction; *Reading Processes; Reading Rate; Reading Research; Spelling; Student Attitudes; *Study Skills

Spanning the annual meetings of the North Central Reading Association from 1971 to 1974, this yearbook presents papers dealing with programs and centers, materials and techniques, a new research field, and in honor of Roger S. Pepper. Papers include: "Attitudinal Factors among Marginal Admission Students" (Roger S. Pepper and John A. Drexler, Jr.); "Relationships among Reading Performance, Locus of Control and Achievement for Marginal Admission Students" (Roger S. Pepper and John S. Drexler, Jr.); "Internal Versus External Locus of Control and Performance in Controlled and Motivated Reading Rate Improvement Instruction" (James David Brandt); "The Freshman Opportunity Program: A Method of Student Assistance" (John M. Hargis); "Procedures and Structures for Individualizing a Reading and Study Skills Program" (Delores A. Ridenour); "Navajo Culture and Reading" (Merrill M. May); "The Purdue Developmental Program--Progress and Problems" (Bernard Schmidt); "A Community College Reading Program" (George A. Simmons); "Reading to Perceive Organization: A Neglected Comprehension Skill" (Joseph A. Fisher); "The Use of Peer Leaders in Study Skills Groups" (Dennis L. Nord); "Spelling and Reading Are Visual Skills" (Helen S. Wolf); "Investigations of Heart Rate and the Reading Process" (David M. Wark); and "Metaphors of Teaching Reading" (George B. Schick). (RS)

ED 318 991 CS 010 038

Fisher, Joseph A., Ed.

College and Adult Reading VIII: The Eighth Yearbook of the North Central Reading Association.

North Central Reading Association, St. Paul, Minn.
PUB DATE- 77
NOTE- 274p.; For yearbooks 7-14 in this series, see CS 010 037-044.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Collected Works - Proceedings (021)
DESCRIPTORS- Adults; College Programs; Higher Education; High Risk Students; Nursing Education; Preservice Teacher Education; Reading Achievement; Reading Diagnosis; *Reading Instruction; Reading Research; Reading Writing Relationship; *Study Skills; Summer Programs; Two Year Colleges

Drawn from the presentations at the eighteenth and nineteenth annual conferences of the North Central Reading Association, this yearbook includes sections on programs and centers; materials and techniques; evaluation; and professional growth and issues. Papers include: "Successfully Effecting Change on Personality Variables through Academic Skills Training" (Sue Donelson Johnson); "Reading Instruction and Related Problems at a Junior College" (Charles Bruckerhoff); "An Eight-Week Summer Program in Reading, Writing, and Study Skills for Student Nurses" (Ken L. Dulin and Charles W. Hetzel); "An Investigative and Descriptive Study and Profile of Entering University of Illinois EOP Students" (Grace A. Millas and Boyd B. Jackson); "Questions Before After or Anywhere" (J. Jaap Tuinman and Emily Menzel); "Order in Discourse and Reading Efficiency" (John C. Schafer); "An Analysis of the Entwistle Study Skills Inventory and Its Contribution to the Prediction of Academic Achievement with a Community College Population" (Mark E. Thompson); "Reading and Evaluation: Perspective 1984" (David Nelson); "Students' Judgments of Their Own Reading Ability" (Karl Koenke and others); "The Relationship of Reading and Writing Instruction at the College Level" (Barry M. Kroll); "The Effect of Modeling Classroom Management Principles in a Graduate Class on Reading toward Implementation in Teacher's Own Classes" (Rowena M. Wilhelm); "How Can We Ensure Competencies to Reading Instructors? Part I--Matching a Hierarchy of Competencies to Undergraduate and Graduate Course Labels" (Wayne A. King); "Part II--Providing Self-Instructional Modules" (Richard Ballard); "Part III--Providing Practicum Experiences" (Marylen Oberman); "Part IV--Providing Internship Experiences" (Laurice Bissell); and "The College Reading Specialist as Instructional Technologist" (Donald E. P. Smith). An appendix presents a summary table of contents, an author index, and a topical index of volumes 1 through 8 of the yearbooks. (RS)

ED 318 992 CS 010 039

Fisher, Joseph A., Ed.
College and Adult Reading IX: The Ninth Yearbook of the North Central Reading Association.
North Central Reading Association, St. Paul, Minn.
PUB DATE- 78
NOTE- 217p.; For yearbooks 7-14 in this series, see CS 010 037-044.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Collected Works - Proceedings (021)
DESCRIPTORS- Adults; Cloze Procedure; College Programs; Content Area Reading; English (Second Language); Higher Education; High Risk Students; Informal Reading Inventories; Inservice Teacher Education; Literature Reviews; *Reading Instruction; Reading Rate; Reading Research; Reading Skills; *Reading Strategies; Vocabulary

Drawn from presentations at the 1977 meeting of the North Central Reading Association, this yearbook includes sections on programs and centers; professional training; clinical problems and methods; research; the Roger Pepper Research Award presentation; and the invitational address. Papers include: "Use of Galvanic Skin Response, Heart Rate, Respiration Rate, Bett's Criteria, and Self-Rating Scales to Compare College Students' Degrees of Frustration on Informal Reading Inventories" (Lindasue Linn Williams); "Meeting the Educational Challenge of 'Open Admissions' in Community Colleges" (Grace A. Millas); "Reading for Adults: An L.R.C. Perspective" (Elaine E. Cherney); "The Use of Video Tape to Reach Criterion Performance: A Self-Shaping Teacher Training Procedure" (Marylen S. Oberman and others); "Training Tutors to Teach Students Reading Strategies in the Content Areas" (Carole M. Johnson); "Using Low Cost Micro-Computers to Train Secondary Teachers in Reading" (Michael L. Kamil and Franz J. Frederick); "Teaching Reading in the ESL Classroom" (Susan Kenyon Herbert); "The Use of the Cloze Technique as a Seminal Cognitive Process" (Bruce A. Lloyd and Rosalie C. Lloyd); "Specific Procedures for Reading Rate Improvement" (Walter J. Lamberg and Rowena Wilhelm); "Teaching Vocabulary for Memory through Word Relationships" (James E. Coomber and Howard Peet); "Writer and Reader as Complementary Roles" (Barry M. Kroll); "De-Mystifying the Reading Process" (Judith O. Best and Nell C. Gillis); "Can College Students Improve Reading Skills in an Individualized, Self-Paced Reading Course?" (Michael Arrington); "A Review of Significant Studies with High Risk Students: Remediation for College Students" (Mark E. Thompson); and "Yesterday's Students, Tomorrow's Challenge" (Joseph A. Fisher). Appendixes include cumulative author and topical indexes for volumes 1 through 9. (RS)

ED 318 993 CS 010 040

Fisher, Joseph A., Ed.
College and Adult Reading X: The Tenth Yearbook of the North Central Reading Association.
North Central Reading Association, St. Paul, Minn.
PUB DATE- 80
NOTE- 225p.; For yearbooks 7-14 in this series, see CS 010 037-044.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Collected Works - Proceedings (021)
DESCRIPTORS- College Programs; Higher Education; Peer Teaching; Program Evaluation; *Reading Achievement; Reading Comprehension; Reading Improvement; Reading Research; Remedial Programs; *Remedial Reading; Student Characteristics; *Study Skills; *Test Anxiety; Transcendental Meditation; Tutoring

Including sections on research, programs, and professional problems and issues, this yearbook contains presentations given at the 1978 and 1979 meetings of the North Central Reading Association. Papers include: "The Effects of Anxiety on Reading Comprehension" (David Wark and others); "Some Effects of Anxiety on University Students" (J. Michael Bennett and David M. Wark); "Personality Patterns of Good and Poor Readers Using Cattell's 16PF" (Walter E. Lockhart and Earl L. Menary); "Effects of a Reading and Study Skills Program on Academic Performance and Retention in a Technical College" (Gretchen Starks and Anthony Kuznik); "Comparing Visual/Tactile Performance and Reading Achievement" (Bruce A. Lloyd); "Transcendental Meditation and College Grades" (Carmen J. Carsello and James W. Creaser); "A Self-Managed Reading Improvement Program" (George Ruppel); "Peer Education at a University: The GUTS/HASH Model of Tutorial Assistance" (Harry M. Behrman); "Self-Image: An Important Concept for Study Skills Professionals" (Mark E. Thompson); "Frameworks for Examining Comprehension and Discourse: An Overview" (Robert F. Carey and Sharon L. Smith); "Needed: Systematic Evaluation of College Remedial Reading Programs" (James M. Deem); and an appendix "A Topical Bibliography for Study Skills Teachers" (Joseph A. Fisher). (RS)

ED 318 994 CS 010 041

Fisher, Joseph A., Ed.
College and Adult Reading XI: The Eleventh Yearbook of the North Central Reading Association.
North Central Reading Association, St. Paul, Minn.
PUB DATE- 82
NOTE- 173p.; For yearbooks 7-14 in this series, see CS 010 037-044.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Collected Works - Proceedings (021)
DESCRIPTORS- Adult Reading Programs; Adults; Annotated Bibliographies; Case Studies; Cognitive Style; College Programs; Higher Education; *Reading Instruction; Reading Research; Reading Tests; Study Skills; *Test Anxiety

This yearbook contains selected papers presented at the twenty-third and twenty-fourth annual meetings of the North Central Reading Association, held in October of 1981 and 1982. Papers in the yearbook include: "History of Adult Reading Programs" (Clarence Anderson); "About Creativity and Study Skills" (Mark E. Thompson); "Recent Changes in Student Life Styles: Effects on Reading" (Dale M. Brethower); "Learning Style Inventories: Boon or Boondoggle for College-Adult Reading Programs?" (James E. Walker); "Reducing Test Anxiety Effects on Reading Comprehension of College Students" (David M. Wark and others); "Case Reports on Test Anxiety" (Anna L. Fussel); "OVOL--Reading/Clozure/Deletions Optimum Involvement: Theoretical Reading Improvement Model and CLozure Pilot Study" (Bruce Lloyd and others); "Individualizing a Reading and Study Skills Course" (Susan Whitmer); "Computerized Diagnosis/Prescription in a Learning Lab" (Donald Goodman and Sandra Schwab); "Learning Skills and Learning Environment: Relating Developmental Courses to Institutional Expectations and Demands" (Sharon L. Smith and Janet J. Jackson); "But Does it Transfer?" (Lee McMillen and Cleo McMillen); and "Annotated Bibliography of Reading Tests" (Joseph A. Fisher). (RS)

ED 318 995 CS 010 042

Fisher, Joseph A., Ed.
College and Adult Reading XII: The Twelfth Yearbook of the North Central Reading Association.
North Central Reading Association, St. Paul, Minn.
PUB DATE- 84
NOTE- 189p.; For yearbooks 7-14 in this series, see CS 010 037-044.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Collected Works - Proceedings (021)
DESCRIPTORS- Adults; College Programs; College Students; *Computer Uses in Education; Higher Education; Reading Comprehension; Reading Difficulties; *Reading Instruction; Reading Research; Spelling; *Study Skills; Technological Advancement

Consisting of a selection of papers presented at the 1982 and 1983 meetings of the North Central Reading Association, this yearbook includes sections on computers, research, professional issues, and programs. Papers include: "The Computerized Broom Will Sweep Our Future Classrooms: But Not Necessarily Clean" (George E. Mason); "Beyond the Computer: Reading as a Process of Intellectual Development" (Mark E. Thompson); "The Technical Revolution and Innovative Reading/Learning Techniques" (Mary Schwalen); "The Teaching of Reading in Technotronic Times: Values and Goals Clarification" (Sherry Hill Howie); "The Computer: No Utopia" (Marie F. Cowart and Harry J. Cowart); "The Computer Format versus the Programmed Format" (Jan Dursky); "A Comparison of Two Methods of Instructing Premedical Students in Study Skills" (Sister Patricia Remington); "The Basic 'How To's' for Validating a Study Skills Inventory" (Virginia G. Blasingame); "Tests and Books Used in College Academic Skills Programs" (Carmen J. Carsello and James W. Creaser); "Current Issues in the Assessment of Reading Comprehension" (Earl F. Rankin); "Scientific versus Humanistic Approaches to Reading" (Mark E. Thompson); "A Topical Concordance of Selected Study Skills Texts" (Joseph A. Fisher); and "The Palab's Painless Spelling Program" (Donald Goodman). (RS)

ED 318 996 CS 010 043

Fisher, Joseph A., Ed.
College and Adult Reading XIII: The Thirteenth Yearbook of the North Central Reading Association.
North Central Reading Association, St. Paul, Minn.
PUB DATE- 86
NOTE- 265p.; For yearbooks 7-14 in this series, see CS 010 037-044.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adults; College Freshmen; College Programs; Computer Assisted Instruction; Higher Education; High Schools; Instructional Effectiveness; Literature Reviews; Program Descriptions; *Reading Instruction; Reading Programs; Reading Rate; Reading Research; Reading Skills; *Study Skills; Teacher Attitudes; Test Validity

Containing selections of the papers presented at the 1984 and 1985 annual meetings of the North Central Reading Association, this yearbook includes sections on research; reviews of research; professional issues; and program descriptions. Papers include: "Twenty-Five Years of Professional Progress" (James E. Walker); "A Study of Student Alienation from the Formal Goals of College" (Marilyn Christian); "Imagery and Study Skills" (David M. Wark); "Do Good Students Have a Reading Speed Limit? Do Poor Students? Do Nursing Students Read Like Ordinary People?" (Donald J. Goodman); "The Wayne State University Study Skills Inventory: A Criterion-Related Validation Study" (Janine M. Mourguet); "Secondary Reading: What Do the Teachers Think?" (Bruce A. Lloyd and Brian M. Opria); "High School Teachers' Awareness of Reading Skills: A Pilot Study" (Bruce A. Lloyd); "What Does the Research Literature Say about Active Readers?" (Mark E. Thompson); "Dimensions of Speed Reading: A Review of Research Literature" (Mark E. Thompson); "The Validity of the Degrees of Reading Power Test: A Response to Carver's Critique" (Earl F. Rankin);

"Characteristics of Effective Intervention Strategies for Enhancing Academic Performance" (Joseph A. Fisher); "Developing Self-Supporting Programs to Offset a Declining Budget" (Rowena Wilhelm); "LD Referrals and Then What?" (Steven A. Katz); "Integrating Computer Assisted Instruction into a University Learning Center Program" (Marie E. Byrnes); "The SQ3R: A Classroom Model" (Kay E. Fisher); "Freshman Year of Studies: University of Notre Dame" (Peter P. Grande); "The Freshman Reading Course at Ball State University" (M. Harshbarger); and "An Overview of Ball State University's Reading Programs" (Dorothy Shipman). (RS)

DOCUMENT RESUME

ED 318 997 CS 010 044

Fisher, Kay E., Ed.; Fisher, Joseph A., Ed.
College and Adult Reading XIV: The Fourteenth Yearbook of the North Central Reading Association.
North Central Reading Association, St. Paul, Minn.
PUB DATE- 88
NOTE- 195p.; For yearbooks 7-13 in this series, see CS 010 037-043.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Collected Works - Proceedings (021)
DESCRIPTORS- Adults; College Programs; Higher Education; Listening Skills; Literacy; Literature Reviews; Program Descriptions; Questioning Techniques; *Reading Instruction; Reading Research; *Reading Skills; Secondary School Teachers; Student Motivation; Teaching Methods
IDENTIFIERS- Collaborative Learning; Reluctant Readers

Containing selections from the 1987 and 1988 annual meetings of the North Central Reading Association, this yearbook includes sections on research; reviews of research; professional issues; and program descriptions. Papers include: "The Effects of a Secondary Reading Methods Course on Undergraduate Students' Awareness of Reading Skills" (Bruce A. Lloyd and Concetta Gould); "High School Teachers' Awareness of the Reading Skills of Other Students" (Bruce A. Lloyd); "The Reading/Writing Lab at Kirtland: 10 Different Courses, 11 Different Times" (Sharon Hammond); "What Happens to People Who Cannot Read? The Problem of Illiteracy" (Mark E. Thompson); "What Happens When Readers Do Not Read? The Problem of Reluctant Readers" (Mark E. Thompson); "Questioning Techniques for Teachers: Teaching Reading, Thinking, and Listening Skills" (Kelly Hoxmeier); "Motivation of Students and Teacher" (Kelly Hoxmeier); "Using the Nelson-Denny to Measure the Effectiveness of Sixteen Textbooks" (Donald Goodman and Carol Neal); "Collaborative Learning in Higher Education" (Gloria Goris Stronks); "Data Collection in the College Reading Course" (Jan Dursky); "The Three R's in Learning Support Center" (Patricia Kirkpatrick and others); and "Army Subsidizes Improvement in the 3R's" (Tanya Pitzer and Deborah Steward). (RS)

ED 318 998 CS 010 047

Risko, Victoria J.; And Others

Effects of Videodisc Macrocontexts on Comprehension and Composition of Causally Coherent Stories.

PUB DATE- 19 Apr 90
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 15-21, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Classroom Research; Cohesion (Written Composition); *Curriculum Development; Grade 5; High Risk Students; Instructional Innovation; *Integrated Curriculum; Intermediate Grades; *Multimedia Instruction; *Reading Comprehension; *Story Grammar; Teaching Methods; Text Structure; Writing Skills
IDENTIFIERS- *Anchored Instruction; Stanford Achievement Tests

A study determined whether instruction on story elements within rich contexts can increase students' understanding of the characters' traits and motives, their comprehension of stories, and their ability to write causally coherent stories. Instruction was organized around an "anchor" (a story rich with embedded information presented on videodisk). For each of 2 school years, two different classes of fifth grade students were selected. One class was designated as at risk for academic failure, and the other class had a high proportion of average achievers from middle-class families. Students in each of the classes were randomly assigned to either an experimental or a control group. During the first year of the project, instruction occurred during three 1-hour periods each week for 6 weeks. In the second year, students received instruction for two 2-hour periods per week for 7 months, reading texts which targeted different story elements. The films "Young Sherlock Holmes" and "Oliver Twist" were used as "anchors." Pre- and posttests consisting of an analysis of story elements were administered. Results indicated: (1) subjects in the experimental groups were provided with a broader and more detailed understanding of the properties of a good story; (2) the study of story elements in the macrocontext of the films on videodisk enhanced students' integrated knowledge structures, as evidenced by the students' ability to comprehend and generate causally coherent structures within stories; and (3) macrocontext instruction was especially effective for at-risk students. (Five tables and one figure of data are included; 19 references are attached.) (RS)

ED 318 999 CS 010 050

Reading Grade 6, Item Specifications. Minimum Performance Test.
Arkansas State Dept. of Education, Little Rock.

PUB DATE- 88
NOTE- 43p.; For language arts grade 6, see CS 212 328.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; *Educational Objectives; *Grade 6; Intermediate Grades; Middle Schools; Minimum Competencies; *Minimum Competency Testing; *Reading Achievement; *Reading Skills; Standardized Tests; State Standards; Test Content
IDENTIFIERS- *Arkansas

Developed as part of the Minimum Performance Testing Program (MPT), these item specifications for sixth grade reading were designed to provide an overview of the general content and format of test items used to measure instructional objectives. Each item specification contains the following information: objective identification number; grade level; subject area; goal identification; skill description; stimulus attributes (information about the test question); response attributes (information about the correct answer and possible incorrect answers); and sample items. These item specifications may be used by teachers in a variety of ways: to determine if students have mastered specific objectives; to inform parents about what children will experience when they take the MPT; and to familiarize students with what to expect on that test. Item specifications may be used by school administrators to inform the public about the MPT. (SG)

ED 319 000 CS 010 051

Reading Grade 8, Item Specifications. Minimum Performance Test.

Arkansas State Dept. of Education, Little Rock.
PUB DATE- 88
NOTE- 40p.; For a similar guide for language arts grade 8, see CS 212 329.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; Competency Based Education; *Grade 8; Junior High Schools; Middle Schools; *Minimum Competencies; *Minimum Competency Testing; *Reading Skills; State Standards; Student Educational Objectives
IDENTIFIERS- *Arkansas

Developed as part of the Arkansas Minimum Performance Testing Program (MPT), these item specifications relate to the eighth grade reading minimum performance test. There is one item specification for each instructional objective included in the MPT. Item specifications are intended to provide an overview of the general content and format of test items used to measure an instructional objective. Each item specification contains the following information: objective identification number; grade level; subject area; goal identification; skill description; stimulus attributes (information about the test item); response attributes (information about the correct answer and about possible incorrect answers); and sample items. Item specifications may be used in a variety of ways--for example, teachers may use them to develop evaluation instruments, to inform parents about the test, or to familiarize students with what to expect on the MPT. (SR)

Irvin, Judith L.

Vocabulary Knowledge: Guidelines for Instruction. What Research Says to the Teacher.

National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-1085-X
PUB DATE- 90
NOTE- 35p.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 1085-X-00, $3.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Instructional Effectiveness; *Learning Strategies; Literature Reviews; Teaching Methods; *Vocabulary Development; *Vocabulary Skills
IDENTIFIERS- Graphic Organizers; Semantic Mapping

Arguing that researchers in the last decade have helped to illuminate a direction for effective vocabulary development for students, this monograph reviews the recent research on vocabulary knowledge. After a discussion of the importance of vocabulary knowledge, the monograph examines the various factors in vocabulary acquisition identified by researchers in the 1980s. The monograph also includes a discussion of the issues related to vocabulary instruction and presents four guidelines for instruction. Finally, the monograph describes researched and field-tested learning strategies (List-Group-Label-Write, Semantic Feature Analysis, Graphic Organizers, and Semantic Mapping) designed to facilitate meaningful vocabulary learning. A 173-item bibliography is attached. (RS)

ED 319 002 CS 010 055

Clark, Henry T., III; Reese, Clyde M.

The Relationship of Text Schemata to Comprehension Monitoring among 3rd, 4th, and 6th Grade Students.

PUB DATE- Feb 90

NOTE- 12p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Clearwater, FL, February 14-17, 1990).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Analysis of Variance; Elementary Education; Grade 3; Grade 4; Grade 6; Readability; Reading Ability; *Reading Comprehension; *Reading Rate; Reading Research; *Schemata (Cognition); Text Structure

IDENTIFIERS- Reading Behavior; Text Factors

A study examined the relationship between text schemata and comprehension monitoring to determine elementary school children's detection and remediation of internal inconsistencies in narrative and expository passages. Data were elicited (through computerized experimental reading passages containing internal inconsistencies) from 87 students in third, fourth, and sixth grades from a suburban school district. Results revealed that the third-grade subjects made little adjustments in either typical or target reading rate between narrative and expository passages, whereas subjects in both fourth and sixth grades made such adjustments. Findings suggest that the third-subjects adopted a strategy of skimming over the inconsistency, while the older subjects slowed down, apparently in an attempt to reconcile the inconsistency. Findings also suggest that for all subjects there was a tendency to identify semantically consistent information that had not been presented over inconsistent information that had been presented; this was especially true for expository passages. (One table of data is included.) (Author/KEH)

ED 319 003 CS 010 056

Ward, Sandra Brubaker; Clark, Henry T., III
The Effect of Feedback on the Illusion of Knowing and Comprehension Monitoring of College Students.
PUB DATE- Feb 89
NOTE- 18p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Savannah, GA, February 22-25, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *College Students; *Feedback; Higher Education; Learning Processes; Metacognition; *Reading Comprehension; *Reading Processes; Reading Research; Reinforcement
IDENTIFIERS- *Comprehension Monitoring

A study investigated the effect of providing students with varying forms of feedback during reading on students' estimates of understanding, actual comprehension scores, and students' use of rereading and reading rate adjustment. The 67 subjects were presented with passages to read, and their reading behavior was monitored via computer. Although students became more accurate in their estimates of understanding across the four passage segments (reduced illusion of knowing), results indicated no effects of feedback on either comprehension or the processing measures. Findings suggest the relative resistance of metacognitive aspects of reading to short-term intervention among practiced readers. (Six tables of data are included. (MG)

ED 319 004 CS 010 057

Clark, Henry T., III
Recall of Information Separating Two Inconsistent Propositions: An Experimental Test of the "Cognitive Dumping" Hypothesis.
PUB DATE- Feb 90
NOTE- 13p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Clearwater, FL, February 14-17, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Metacognition; *Reading Comprehension; *Reading Processes; Reading Research; *Recall (Psychology)
IDENTIFIERS- *Cognitive Dumping Hypothesis; Comprehension Monitoring; Reading Behavior; *Text Factors

A study investigated free recall of information bounded by internally inconsistent sentences compared to the same information in consistent text versions. Data were elicited from 40 undergraduate students enrolled in classes in educational psychology. Subjects were instructed to read one consistent and one inconsistent (containing two propositions separated by three intervening sentences) text passage presented on a computer and were then asked to free recall as much of the passages as they could remember. Results revealed no main effect for passage order but a significant effect on version. Recall of target propositions was significantly greater when the information was in the consistent version than when the same information was in the inconsistent version. The advantage of consistent version over inconsistent version held for both passages. The findings indicated that decreased recall is effected by cognitive activity that occurs after initial processing; this is consistent with the reduced recall prediction of the "cognitive dumping" hypothesis. (One table of data is included.) (KEH)

ED 319 005 CS 010 058

Clark, Henry T., III

The Effect of Amount of Intervening Text on Detection of Semantic Inconsistencies by Competent and Less Competent College Readers.

PUB DATE- Mar 89

NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Analysis of Variance; Coherence; Higher Education; *Reading Comprehension; Reading Processes; Reading Research; *Reading Skills; Reading Strategies; *Text Structure

IDENTIFIERS- *Comprehension Monitoring; Reading Behavior; Text Factors

A study examined the effect of amount of intervening text on the detection of semantic inconsistencies and use of strategic backtracking, by competent and less competent college readers. Data were elicited from 40 undergraduate students (selected on the basis of their high or low scores on a variety of instruments) enrolled in an introductory course in educational psychology. Subjects read and answered accompanying comprehension questions for six passages adapted from college-level psychology texts, four passages containing inconsistencies, and two normal passages as controls. Results indicated no difference in detection rate between competent and less competent with zero, two, and four intervening sentences. With eight intervening sentences, competent readers detected significantly more inconsistencies than less competent readers. Results also revealed similar levels of strategic backtracking by competent and less competent readers with zero intervening sentences, but competent readers made greater use of rereading with two, four, and eight intervening sentences. (Two figures and one table of data are included; 15 references are attached.) (Author/KEH)

ED 319 006 CS 010 059

Mickel, Vesta L.

Listening versus Reading Proficiencies among Fourth Grade Students.

PUB DATE- 9 May 90
NOTE- 20p.; Paper presented at the Annual Meeting of the

International Reading Association (35th, Atlanta, GA, May 6-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Content Area Reading; Grade 4; Intermediate Grades; *Learning Modalities; *Listening Comprehension; *Listening Skills; *Reading Comprehension; Reading Processes; Reading Research
IDENTIFIERS- Listening Research; Listening Strategies; Ohio (Columbus)

A study was designed to test the following experimental alternative hypotheses: (1) that the correlation between listening and reading scores would be negative, or (2) that the correlation would be positive. The study also focused on determining which of the two principal teaching modalities, aural and visual, was the more effective in promoting the comprehension of expository textual material within representative groups of normal, middle-class fourth grade students. The subjects, 60 students from two elementary schools near Columbus, Ohio, were presented with two passages of expository text material, markedly different in difficulty. One passage was read to the students, and the students read the other passage to themselves. A quiz after each presentation assessed learning. Neither hypotheses was supported in any group. Results indicated that reading proficiency was significantly higher than listening proficiency regardless of the difficulty of the material. (Appendixes include the two passages and the comprehension quiz for each passage.) (MG)

ED 319 007 CS 010 060

Lindsey, Melinda
The Curricular Experiences of Low Achieving First Graders in a Whole Language Program.
PUB DATE- Nov 89
NOTE- 23p.; Paper presented at the Annual Meeting of the National Reading Conference (39th, Austin, TX, November 28-December 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Research; Curriculum Evaluation; Grade 1; *High Risk Students; *Instructional Effectiveness; *Low Achievement; Primary Education; Reading Comprehension; *Reading Programs; Remedial Programs; Student Reaction; *Teacher Student Relationship; Teaching Methods; *Whole Language Approach
IDENTIFIERS- Pacific Northwest; Success in Reading and Writing Program

A study was conducted to investigate the curricular experiences of the low achievers, including the quality of the programs they participated in and the congruence between their classroom and pullout programs. Three lower-middle-class first graders in the Pacific Northwest participated in the study: John spent the entire day in the classroom; Ginny was pulled out of the classroom 15 minutes daily to receive remedial help in reading comprehension in the Chapter 1 program; and Michael was pulled out of the classroom 25 minutes daily to receive help in reading comprehension and word attack from the special education teacher in a resource room setting. The reading programs implemented for each of the students were investigated primarily through classroom observation, informal conversations with teachers, summaries of journal entries, and children's written work. Portions of the core classroom program were judged to be of poor quality in both student responses and teacher-student interactions. It is likely that this negatively affected the achievement of the at-risk students. The experiences of Ginny and Michael in their respective pullout settings appear to be qualitatively different from their classroom experiences. Text difficulty was controlled by orthographic features rather than by meaning; instruction was teacher-directed rather than learner-controlled; materials were teacher-selected rather than student-selected; expected student responses differed; and student-teacher interactions were sustained longer. (Nineteen references are attached.) (MG)

ED 319 008 CS 010 061

Curtis, Mary E.
Developing Literacy in Children and Adults: Are There Differences?
PUB DATE- May 90
NOTE- 12p.; Paper presented at the Annual Meeting of the International Reading Association (35th, Atlanta, GA, May 6-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adults; *Children; Comparative Analysis; Elementary Education; *Literacy; Reading Ability; *Reading Comprehension; Reading Instruction; Reading Strategies; *Word Recognition
IDENTIFIERS- *Reading Fluency

If, by looking more closely at word identification, knowledge of word meanings, and reading comprehension, some interesting similarities and differences are found between children and adults who are learning to read, then the approaches that work best with each group can be identified. When children learn to read, fluency of word identification follows the development of accuracy quite closely, with the initial period of fluency completed by the fourth grade. For adults, however, it is not unusual to find that the level at which they are able to read fluently lags several grade levels behind their level of accuracy. At about the fourth grade level, children can read all words the meanings of which they know, and they begin to see words in print that they can read but which are unfamiliar to them. Adults at the fourth grade level and beyond are much less likely than children to encounter words in print that are totally new to them. In contrast to children, it is not at all unusual to find that adults' grade levels in reading comprehension are higher than the grade levels of words they are able to recognize in print. Children's ability to comprehend by listening exceeds their reading comprehension up until about the eighth grade. Adults, however, differ very little between their reading and listening levels. Building on what is already known may help develop literacy in adults. (Twenty-one references are attached.) (RS)

ED 319 009 CS 010 062

Chapter 1 Reading Skills Center Program 1988-89. Evaluation Section Report.

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

PUB DATE- Mar 90
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Education; *Private Schools; *Reading Improvement; *Reading Programs; Reading Research; *Reading Skills; Reading Strategies; *Remedial Reading; Supplementary Education; Teaching Methods
IDENTIFIERS- California Achievement Tests; *Education Consolidation Improvement Act Chapter 1; *New York (New York)

A study evaluated the Chapter 1 Reading Skills Center program which provided supplementary, individualized instruction in reading and writing to 176 eligible students in grades four through eight from four nonpublic schools in New York City. Major goals were to enable students to develop competency in reading and to integrate reading skills into all subject areas in the classroom. Face-to-face services were offered to 144 students, while 32 students received a combination of face-to-face and computer-assisted instruction (CAI). The program was evaluated through site visits, review of data from program documents, interviews with program teachers, and analyses of mean gains in standardized test scores. Results indicated that overall mean gains for students receiving face-to-face instruction were statistically significant, meeting the program's criterion for success. The overall mean gains for students receiving face-to-face instruction in combination with CAI were statistically significant for the reading comprehension and language mechanics subtests, also meeting the program's criterion for success. The overall gain on the language expression subtest was not statistically significant and did not meet the criterion for success. Chapter 1 teachers utilized a rich repertoire of teaching strategies derived from staff development, and a parental involvement program sponsored workshops for parents and kept them informed of their children's progress. (Eight tables of data are included, and one appendix includes a brief description of Chapter 1 Nonpublic School Reimbursable Services, 1988-89.) (MG)

ED 319 010 CS 010 063

Spelling CCA Basic Skills Curriculum. Instructor's Guide.
Illinois Univ., Urbana. Computer-Based Education Research Lab.
PUB DATE- Apr 90
NOTE- 28p.; For the reading guide, see CS 010 064; for the language arts guide, see CS 212 336.
AVAILABLE FROM- University of Illinois, Computer-Based Education Research Laboratory, 103 S. Mathews Ave., Urbana, IL 61801 ($3.00; a set of four--Reading, Language Arts, Spelling, and Math--is $25.00).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Adult Basic Education; Adult Programs; *Basic Skills; *Computer Assisted Instruction; Courseware; Curriculum Guides; High School Equivalency Programs; Individualized Instruction; Programed Instructional Materials; Skill Development; *Spelling; *Spelling Instruction
IDENTIFIERS- Spelling Growth; University of Illinois Urbana Champaign

Designed and programmed by the staff of the Courseware and Curriculum Applications (CCA) Group (a unit of the Computer-Based Education Research Laboratory at the University of Illinois at Urbana-Champaign), this instructor's guide describes a computer-based spelling curriculum designed to help adult and adolescent students learn basic rules of spelling and to master some of the more commonly misspelled words. The guide outlines five units of instructional materials. The first unit has four lessons on common spelling rules: final e, doubling, adding prefixes and suffixes, and changing y to i. The second through fifth units provide drill on commonly misspelled words that do not necessarily follow regular spelling rules, with 30 words in three groups of 10 in each of these four lessons. Each unit of the guide contains a pretest and computer instruction. Each lesson in the guide gives the lesson's file name, authors, author affiliation, and objectives; describes the lesson and interactions; and notes the intended audience, completion time, and associated lessons. An appendix lists the files used in this guide. (SR)

ED 319 011 CS 010 064

Reading Comprehension CCA Basic Skills Curriculum. Instructor's Guide.

Illinois Univ., Urbana. Computer-Based Education Research Lab.
PUB DATE- Apr 90
NOTE- 213p.; For the spelling guide, see CS 010 063; for the language arts guide, see CS 212 336. Numerous pages contain small type which may blur.
AVAILABLE FROM- University of Illinois, Computer-Based Education Research Laboratory, 103 S. Mathews Ave., Urbana, IL 61801 ($9.50; a set of four--Reading, Language Arts, Spelling, and Math--is $25.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Adult Basic Education; Adult Programs; *Basic Skills; *Computer Assisted Instruction; Courseware; Curriculum Guides; High School Equivalency Programs; Individualized Instruction; Programed Instructional Materials; *Reading Comprehension; *Reading Instruction; Skill Development
IDENTIFIERS- University of Illinois Urbana Champaign

Designed and programmed by the staff of the Courseware and Curriculum Applications (CCA) Group (a unit of the Computer-Based Education Research Laboratory at the University of Illinois at Urbana-Champaign), this instructor's guide describes a computer-based reading comprehension curriculum designed for adults and adolescents who read at the intermediate fourth through eighth grade level. The guide, divided into eight units, consists of three strands of lessons: "Reading Comprehension" (20 lessons organized into skill-learning tracks, formats, and tasks, which focus on skills needed in reading for information and facts), "Pacer Passages" (13 lessons containing from two to five reading passages) and "Finding the Main Idea" (20 lessons). Each of the lessons in the guide gives the lesson's file name, authors, and author affiliation; describes lesson objectives, the lesson, and interactions; and notes suggested supplemental offline materials (SRA Reading Lab IIIa), the intended audience, completion time, and associated lessons. An appendix lists files. (SR)

DOCUMENT RESUME

ED 319 012 CS 010 065

McAllister, Elizabeth
The Thought/Reading/Writing Connection: How To Connect.
PUB DATE- 90
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Classroom Environment; Critical Reading; Cues; Elementary Education; *Learning Activities; *Reading Instruction; *Reading Writing Relationship; *Teacher Role; Writing Assignments; *Writing Instruction
IDENTIFIERS- Reading Motivation

The reading and writing abilities of children work together from the inception of thought to produce literacy. Children can read and write for learning and enjoyment. Each activity enhances the other's development at all levels, thus, writing should not be held back until reading is accomplished at a set level. Children come to school rich in language, and it is up to teachers to "prime the pump," tap the schema, and prove it to them. Then learning to read and write becomes a joy, personal and private, or cooperative and shared. Teachers can get started in this venture by: (1) creating a desire to read and write by reading to the class, daily; (2) setting up an environment that is stimulating and rich in vocabulary; (3) providing centers that contain all of the writing tools needed; (4) writing "story starters" on index cards for students to select; (5) setting up an expository writing center in the classroom; (6) providing a list of ideas that students can expand upon; (7) letting students share their writing products with other classrooms; and (8) most important, providing time each day for reading and writing activities to evolve into products of student creativity. (Four figures are included; 48 references are attached.) (RS)

ED 319 013 CS 010 066

Hensley, Robin
Instructional Choices in Language Arts: Reality or Illusion.
PUB DATE- Nov 89
NOTE- 16p.; Paper presented at the Annual Meeting of the National Reading Conference (39th, Austin, TX, November 28-December 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - General (140)
DESCRIPTORS- Academic Freedom; Educational Change; Educational Objectives; Grade 1; Primary Education; *Socialization; *Stress Variables; *Teacher Administrator Relationship; Teacher Evaluation; *Teacher Role; *Teaching Methods; Textbook Selection
IDENTIFIERS- New Teachers; Professional Concerns; *Professionalism; Teacher Evaluators; Teacher Needs; *Teacher Stress

A first-year first grade teacher's professional disappointments were broken down into three divisions: (1) power and control, or the lack of them; (2) co-worker socialization; and (3) lack of professionalism and support. Lack of control was reflected in pressure from administrators to use certain texts, or even to decorate classrooms in a certain way. Through the socialization of new teachers, veterans aimed at changing anything in the beginning teachers' methods that was new, instead of learning about it or looking to see if it worked. A lack of professionalism was demonstrated by the apparently inattentive evaluations by administrators and by their unwillingness to allow teachers to exercise subject text choice. Furthermore, compromises over such interpersonal factors as the need to be accepted and the desire to be liked created stress for the new instructors. Disappointment arose as well from state-mandated curricular reforms that only made the situation worse. (SG)

ED 319 014 CS 010 067

O'Flahavan, J. F.; Huxtable, Jeanne

Teacher/Researcher Collaboration, Teacher Change, and Reading Group Discussions: "What Can't My Kids Do?"
PUB DATE- 89
NOTE- 14p.; Paper presented at the Annual Meeting of the National Reading Conference (39th, Austin, TX, November 28-December 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Classroom Research; *Discussion (Teaching Technique); Grade 2; *Inservice Teacher Education; Primary Education; Questioning Techniques; *Reading Instruction; *Small Group Instruction; *Teacher Behavior; *Teacher Improvement; Teacher Role; Teaching Methods
IDENTIFIERS- *Teacher Researcher Cooperation; Teacher Researcher Relationship

One promising alternative to the traditional workshop format of inservice teacher education is to bring researchers and teachers more closely together, in classrooms, where the two groups can work as a team addressing those needs the teachers have defined. A teacher and a researcher collaborated in a 3-month effort to improve the way the teacher conducted her reading group discussions. The discussions were videotaped and then analyzed to reveal the types, patterns, and frequencies of the teacher's questions, her students' responses, and her feedback. The teacher was also videotaped while being interviewed by the researcher. When the teacher realized that she was controlling the class discussion most of the time, the teacher and researcher collaborated in changing the way the teacher led her reading group discussions. By the end of the 3 months, the teacher had completely reversed her opinion considering the ability of second graders to engage in discussions about the stories they read. The reading groups had changed into teacherless discussions in which the students actively participated in discussions with each other. This collaboration succeeded beacuse the teacher: (1) gained a new perspective on her assumptions and performance through the use of videotape; (2) identified her own need for change, in collaboration with the researcher; and (3) worked toward a solution, in her own classroom, with a non-threatening, informed collaborator. (RS)

ED 319 015 CS 010 069

Gutknecht, Bruce
Mitigating the Effects of Negative Stereotyping of Aging and the Elderly in Primary Grade Reading Instruction.
PUB DATE- 9 May 90
NOTE- 19p.; Paper presented at the Annual Meeting of the International Reading Association (35th, Atlanta, GA, May 6-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Analysis of Variance; Instructional Materials; *Negative Attitudes; Older Adults; Primary Education; *Reading Instruction; *Reading Material Selection; Reading Research; *Stereotypes; *Student Attitudes; Supplementary Reading Materials
IDENTIFIERS- *Age Bias; Florida (Jacksonville)

A study measured the effect of reading materials containing positive depictions of aging and the elderly on the attitudes of primary grade children toward aging and elderly adults. Subjects, 91 students from grades one to three enrolled in a Jacksonville, Florida public school, read stories selected from "aging/elderly positive" materials over a 6-week period and completed an attitude inventory before and after intervention. Results indicated that exposure to aging/elderly positive reading materials had a positive effect on the attitudes of students toward aging and the elderly. Negative stereotypes of aging and the elderly can be mitigated if teachers: (1) examine their own views of the elderly; (2) recognize that students come to school and to teachers with their views of life and of others already established; (3) understand the powerful influence of the media; (4) understand that the content of textbooks reflects the values, attitudes, and views of life and people held by the authors of the texts; and (5) incorporate reading materials which can enable children to develop more positive, realistic views of life and of other people. (Nine summaries of children's books which present positive images of aging and the elderly are included; 34 references and the attitude inventory are attached.) (RS)

ED 319 016 CS 010 070

Gutknecht, Bruce

All the King's Horses and Men, Basic Skills, and Whole Language.
PUB DATE- 1 Mar 90
NOTE- 15p.; Paper presented at the Curriculum Assistance Conference of the ECIA Chapter 1 Basic and Migrant Programs (Tampa, FL, March 1, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Beginning Reading; Elementary Education; Functional Literacy; Public Schools; *Reading Instruction; Reading Material Selection; *Reading Skills; *Reading Teachers; *Whole Language Approach

Like Humpty Dumpty after the fall from the wall, language does not work effectively when it is not whole. For many students, the reading problems they begin to experience in the third or fourth grade are caused by the basic skills manner in which beginning reading is taught. Recognizing the limitations of basic skills instruction and the genre of reading instructional materials which focus on a skills acquisition model of the reading process, school systems across the nation are implementing a shift in both instruction and materials to what is known as a literature-based, whole language approach. New directions for reading and writing instruction will enable students to meet the challenge of higher literacy expectations. Six suggestions provide teachers with a place to start as they move into whole language instruction: (1) provide only meaningful experiences for the language learner; (2) provide situations in which children read to learn as they learn to read; (3) provide a language learning setting that acknowledges the uniqueness of each individual learner; (4) provide experiences which guide, support, monitor, encourage, and facilitate learning; (5) provide opportunities for expression (writing) and comprehension (reading) through the idea of authors as readers; and (6) based on an understanding of whole language learning, speak to those who do not understand. Literature-based, whole language reading instruction must begin with the understanding and acceptance of the purpose of reading. Reading instruction must be implemented in the context of the other language/communication processes--spelling, listening, and writing. (MG)

ED 319 017 CS 010 071

Gutknecht, Bruce
From Basic Skills to Whole Language in Reading Instruction: Can We Get There from Here?
PUB DATE- 3 Nov 89
NOTE- 14p.; Paper presented at the Annual Meeting of the Southeastern Regional Association of Teacher Educators (36th, San Antonio, TX, November 2-4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Back to Basics; *Basic Skills; *Beginning Reading; Educational Trends; Elementary Secondary Education; Reading Comprehension; *Reading Instruction; Teacher Role; *Whole Language Approach

Reading instruction based on the acquisition of basic skills has produced a basic level of literacy in children, but such minimal levels of literacy are no longer sufficient for students required to deal effectively with complicated literary and informational material encountered in upper elementary, middle, and high school texts. Research in the cognitive processes of readers has produced models of the reading process that show reading as a search for meaning in which the readers bring their experiential background and their language systems to their understanding of the author's message. Recognizing the limitations of basic skills instruction, school systems across the nation are implementing a shift in both instruction and materials to the whole language approach. In short, whole language reading instruction begins in the mind of the reader, not with the letters on the page. Using a "top-down" or transactive/interactive approach, teachers should use meaningful, predictable stories and ask literal and interpretive level questions, involving children in comprehension strategies. Reading should not be taught as a fragmented series of subskills, because real language does not exist in isolated bits and pieces. (RS)

ED 319 018 CS 010 072

Huggins, Laura J.; Roos, Marie C.
The Shared Book Experience: An Alternative to the Basal Reading Approach.
PUB DATE- 90
NOTE- 19p.; Some lines of text may not be completely legible.

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Childrens Literature; Classroom Environment; Elementary Education; Instructional Effectiveness; *Reading Attitudes; *Reading Instruction; *Teaching Methods; *Whole Language Approach
IDENTIFIERS- Educational Issues; Reading Motivation

There is considerable research evidence to suggest that (1) literature has a positive effect both on reading achievement and attitude toward reading; and (2) the use of a literature-based program is an effective alternative to the traditional basal reading approach. The majority of studies concluded that the literature-based approach produced higher reading achievement and fostered more positive attitudes toward reading than the basal-reading method. Children of all ability levels, given the opportunity to experience reading as a visual and thought process, take a more active role in their own learning. Students not only learn to read, they also develop a love for reading and become life-long readers through the process of using a literature-based approach. Research evidence also supports the use of a shared book experience. Most teachers are required to use a basal reading series. One literature-based, whole language-oriented basal series is "Impressions." "The Story Box in the Classroom" is a kit which provides numerous strategies for shared reading. In literature-based programs, the secret of success is creating the right learning environment, one in which a natural intimacy between teacher and children develops and one in which reading is pleasurable and meaningful. (Twenty-six references are attached.) (MG)

ED 319 019 CS 010 073

Parker, Karen L.

A Study of Students at Risk.

PUB DATE- May 90
NOTE- 20p.; Paper presented at the Annual Meeting of the International Reading Association (35th, Atlanta, GA, May 6-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *High Risk Students; Public Schools; Reading Comprehension; School Activities; *School Responsibility; School Role; School Surveys; Teacher Role
IDENTIFIERS- *Phi Delta Kappa

A collaborative study between 100 Phi Delta Kappa chapters attempted to answer the following questions about at-risk students: (1) who is at risk; (2) what are they like; (3) what is the school doing to help these students; and (4) how effective are these efforts? Each chapter identified three representative public schools in its area: one elementary, one middle school, and one high school. In each school, the chapter interviewed the principal, surveyed teachers, wrote a narrative report about the school, and collected data about 100 students in each school. A "holding power statistic" was applied to the high school and an in-depth case study of one at-risk student was completed which included video-taped interviews. Results of data gathered from 22,018 students were used to produce an "at-risk scale," with the upper quartile designated as at-risk. Schools' efforts were examined from several perspectives including viewpoints of teachers and principals. Results indicated that principals and teachers agreed that teachers, rather than parents or the students themselves, should be responsible for helping students acquire reading comprehension. A school effort score indicated that few school interventions were provided for at-risk students and that a minimal relationship between the degree of the at-risk score and the school effort score existed. The ultimate goal of follow-up research is to identify at-risk students and provide appropriate interventions before the students experience failure. (One figure and three tables of data are included.) (MG)

ED 319 020 CS 010 074

Johns, Jerry L.

Literacy Portfolios.

PUB DATE- 90
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; Informal Assessment; Literacy; *Portfolios (Background Materials); *Reading Achievement; Student Evaluation
IDENTIFIERS- Student Centered Assessment

A portfolio approach to classroom literacy assessment offers a different way to evaluate and document students' growth and progress in literacy. Portfolios place a high premium on using a variety of real literacy activities over a period of time which involves the interaction of teachers and students in the development and maintenance of the portfolio. To avoid the danger that the portfolio will become an unfocused collection of many pieces of information, teachers must think carefully about the purposes of the portfolio as it applies to curricular and instructional priorities. Steps need to be taken to help teachers accept portfolios if they are to have a chance to succeed as an innovative form of literacy assessment. (One figure--a checklist for student attitudes--is included.) (RS)

ED 319 021   CS 010 082

Spelling: Grade 1 Practice Book.
REPORT NO.- ELP-905; ISBN-0-88309-905-5
PUB DATE- 79
NOTE- 101p.; For other books in this series, see CS 010 083-087.
AVAILABLE FROM- Essential Learning Products, 2300 W. Fifth Ave., P.O. Box 2607, Columbus, OH 43216-2607 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Grade 1; *Learning Activities; Letters (Alphabet); Primary Education; Programed Instructional Materials; Skill Development; *Spelling; *Spelling Instruction; Workbooks

This workbook provides practice, for children at the first grade level, in spelling 52 basic sight words and high-interest words which are found in primers and preprimers and relate to the child's immediate world. Throughout the workbook letter practice pages precede word practice pages. Special sentence pages that offer the child opportunities to practice using the spelling words within the context of simple sentences are included in the workbook. (RS)

ED 319 022 CS 010 083

Spelling: Grade 2 Practice Book.
REPORT NO.- ELP-906; ISBN-0-88309-906-3
PUB DATE- 79
NOTE- 133p.; For other books in this series, see CS 010 082-087.
AVAILABLE FROM- Essential Learning Products, 2300 W. Fifth Ave., P.O. Box 2607, Columbus, OH 43216-2607 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Grade 2; *Learning Activities; Primary Education; Programed Instructional Materials; Skill Development; *Spelling; *Spelling Instruction; Workbooks
IDENTIFIERS- Spelling Growth

This workbook provides practice for children in spelling 54 words found in spelling and reading texts for second grade, words that research has shown to be most frequently misspelled or misused at the elementary level. The workbook is designed to reach the different learning strengths of children through a process of seeing, hearing, tracing, and writing. Throughout the workbook are spelling word reviews. (RS)

ED 319 023 CS 010 084

Spelling: Grade 3 Practice Book.
REPORT NO.- ELP-907; ISBN-0-88309-907-1
PUB DATE- 79
NOTE- 133p.; For other books in this series, see CS 010 082-087.
AVAILABLE FROM- Essential Learning Products, 2300 W. Fifth Ave., P.O. Box 2607, Columbus, OH 43216-2607 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Grade 3; *Learning Activities; Primary Education; Programed Instructional Materials; Skill Development; *Spelling; *Spelling Instruction; Workbooks
IDENTIFIERS- Spelling Growth

This workbook provides practice for children in spelling 81 words found in spelling and reading texts for third grade, words that research has shown to be most frequently misspelled or misused at the elementary level. The workbook is designed to reach the different learning strengths of children through a process of seeing, hearing, tracing, and writing. Throughout the workbook are spelling word reviews. (RS)

ED 319 024 CS 010 085

Spelling: Grade 4 Practice Book.

REPORT NO.- ELP-908; ISBN-0-88309-908-X
PUB DATE- 79
NOTE- 133p.; For other books in this series, see CS 010 082-087.
AVAILABLE FROM- Essential Learning Products, 2300 W. Fifth Ave., P.O. Box 2607, Columbus, OH 43216-2607 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Grade 4; Intermediate Grades; *Learning Activities; Programed Instructional Materials; Skill Development; *Spelling; *Spelling Instruction; Workbooks
IDENTIFIERS- Spelling Growth

This workbook provides practice for children in spelling 96 words found in spelling and reading texts for fourth grade, words that research has shown to be most frequently misspelled or misused at the elementary level. The workbook is designed to reach the different learning strengths of children through a process of seeing, hearing, tracing, and writing. Throughout the workbook are spelling word reviews. (RS)

ED 319 025 CS 010 086

Spelling: Grade 5 Practice Book.
REPORT NO.- ELP-909; ISBN-0-88309-909-8
PUB DATE- 79

NOTE- 133p.; For other books in this series, see CS 010 082-087.
AVAILABLE FROM- Essential Learning Products, 2300 W. Fifth Ave., P.O. Box 2607, Columbus, OH 43216-2607 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Grade 5; Intermediate Grades; *Learning Activities; Programed Instructional Materials; Skill Development; *Spelling; *Spelling Instruction; Workbooks
IDENTIFIERS- Spelling Growth

This workbook provides practice for children in spelling 102 words found in spelling and reading texts for fifth grade, words that research has shown to be most frequently misspelled or misused at the elementary level. The workbook is designed to reach the different learning strengths of children through a process of seeing, hearing, tracing, and writing. Throughout the workbook are spelling word reviews. (RS)

Spelling: Grade 6 Practice Book.
REPORT NO.- ELP-910; ISBN-0-88309-910-1
PUB DATE- 79
NOTE- 133p.; For other books in this series, see CS 010 082-086.
AVAILABLE FROM- Essential Learning Products, 2300 W. Fifth Ave., P.O. Box 2607, Columbus, OH 43216-2607 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Grade 6; Intermediate Grades; *Learning Activities; Programed Instructional Materials; Skill Development; *Spelling; *Spelling Instruction; Workbooks
IDENTIFIERS- Spelling Growth

This workbook provides practice for children in spelling 102 words found in spelling and reading texts for sixth grade, words that research has shown to be most frequently misspelled or misused at the elementary level. The workbook is designed to reach the different learning strengths of children through a process of seeing, hearing, tracing, and writing. Throughout the workbook are spelling word reviews. (RS)

Phonics Skills: Practice Book A, Initial Consonants. Practice in Basic Phonics Skills for Students of All Ages.

REPORT NO.- ELP-922; ISBN-0-88309-922-5
PUB DATE- 82
NOTE- 98p.; For other books in this series, see CS 010 089-092.
AVAILABLE FROM- Essential Learning Products, 2300 W. Fifth Ave., P.O. Box 2607, Columbus, OH 43216-2607 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Beginning Reading; *Consonants; *Decoding (Reading); *Learning Activities; *Phonics; Primary Education; Programed Instructional Materials; *Reading Skills; Remedial Reading; Skill Development; Workbooks

Intended for student use at home as a supplement to schoolwork or at school as a phonics text, this workbook presents initial consonant sounds in order of difficulty. The lesson for each sound is four pages in length. The first page consists of an illustration showing familiar objects; students are asked to circle the objects whose names begin with that sound. On the second page, students are provided with picture clues and asked to write the letter representing the initial sound or to complete words. The next page may consist of a variety of exercises where students complete words, decode them, and match them to a picture or meaning. In the final exercise, students practice writing words to complete sentences or answer riddles. Review pages occur throughout the workbook and provide practice in discriminating the sounds of three or more consonants. (MG)

ED 319 028 CS 010 089

Phonics Skills: Practice Book B, Medial and Final Consonants. Practice in Basic Phonics Skills for Students of All Ages.
REPORT NO.- ELP-923; ISBN-0-88309-923-3

PUB DATE- 82
NOTE- 98p.; For other books in this series, see CS 010 088-092.
AVAILABLE FROM- Essential Learning Products, 2300 W. Fifth Ave., P.O. Box 2607, Columbus, OH 43216-2607 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Beginning Reading; *Consonants; *Decoding (Reading); *Learning Activities; *Phonics; Primary Education; Programed Instructional Materials; *Reading Skills; Remedial Reading; Skill Development; Workbooks

Intended for student use at home as a supplement to schoolwork or at school as a phonics text, this workbook is a follow-up to "Initial Consonants." The first part of the workbook provides practice for consonants at the end of words. Most letters are given a four-page lesson. On the first page, students are asked to look at pictures, name them, and circle those pictures ending in a particular sound. On the second and third pages, students are given rhyming words or picture clues for practice in writing words that end with the same sound. In the final exercise for each sound, students use the words in sentences or riddles, or they match the words to their meanings. The second half of the workbook deals with the consonant sounds heard in the medial position of words. The sounds are introduced through picture clues and word completion exercises which stress the medial position of the consonant. Review pages occur throughout the workbook and provide practice in discriminating the sounds of four or more consonants. (MG)

DOCUMENT RESUME

ED 319 029 CS 010 090

Phonics Skills: Practice Book C, Short and Long Vowels. Practice in Basic Phonics Skills for Students of All Ages.

REPORT NO.- ELP-924; ISBN-0-88309-924-1
PUB DATE- 82
NOTE- 98p.; For other books in this series, see CS 010 088-092.
AVAILABLE FROM- Essential Learning Products, 2300 W. Fifth Ave., P.O. Box 2607, Columbus, OH 43216-2607 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Beginning Reading; *Decoding (Reading); *Learning Activities; *Phonics; Primary Education; Programed Instructional Materials; *Reading Skills; Remedial Reading; Skill Development; *Vowels; Workbooks

Intended for student use at home as a supplement to schoolwork or at school as a phonics text, this workbook presents the most common and regular sounds of vowels. The short vowels are presented first. The lesson for each vowel consists of six pages of exercises. On the first page, the vowel sound is introduced by a cartoon. On the second and third pages, students learn to recognize the short vowel sounds by saying the names of pictures and completing short vowel words. The remaining three pages of the lesson provide practice in using the vowel sound in context. The second half of the workbook deals with long vowel sounds, which are presented in the same manner as the short vowel sounds, except that the different spellings for each of the vowel sounds are treated individually to aid in the students' recognition of the long vowels. There are three reviews in the workbook: one for the short vowels, one for the long vowels, and a general review. (MG)

ED 319 030 CS 010 091

Phonics Skills: Practice Book D, Vowel Combinations. Practice in Basic Phonics Skills for Students of All Ages.
REPORT NO.- ELP-925; ISBN-0-88309-925-X
PUB DATE- 82
NOTE- 98p.; For other books in this series, see CS 010 088-092.
AVAILABLE FROM- Essential Learning Products, 2300 W. Fifth Ave., P.O. Box 2607, Columbus, OH 43216-2607 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Beginning Reading; *Decoding (Reading); *Learning Activities; *Phonics; Primary Education; Programed Instructional Materials; *Reading Skills; Remedial Reading; Skill Development; *Vowels; Workbooks

Intended for student use at home as a supplement to schoolwork or at school as a phonics text, this workbook presents the irregular vowel sounds, including the vowel diphthongs, the r-controlled vowels, and other irregular vowel combinations. Each vowel or combination is presented in a lesson of two to six pages, depending on its perceived difficulty and frequency of occurrence. Lessons include practice in recognizing the vowel sound by using picture clues, rhyming words, and word meanings and by writing vowels in words and sentences. Review pages, which occur throughout the workbook, provide practice in discriminating the sounds of several vowels or vowel combinations. A general review of all the sounds is found at the end of the workbook. (MG)

ED 319 031 CS 010 092

Phonics Skills: Practice Book E, Blends and Digraphs. Practice in Basic Phonics Skills for Students of All Ages.

REPORT NO.- ELP-926; ISBN-0-88309-926-8
PUB DATE- 82
NOTE- 98p.; For other books in this series, see CS 010 088-091.
AVAILABLE FROM- Essential Learning Products, 2300 W. Fifth Ave., P.O. Box 2607, Columbus, OH 43216-2607 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Beginning Reading; *Decoding (Reading); *Learning Activities; *Phonics; Primary Education; Programed Instructional Materials; *Reading Skills; Remedial Reading; Skill Development; Workbooks
IDENTIFIERS- *Digraphs

Intended for student use at home as a supplement to schoolwork or at school as a phonics text, this workbook presents two- and three-letter blends. Each consonant blend is taught in a lesson of one to three pages. The pages provide practice in recognizing the blend sound in a word using picture clues, using a blend to complete words, and choosing words with blends to complete sentences or to match with meanings. The lessons on digraphs are presented in the same manner as those on the blends. Review pages, which occur throughout the workbook, provide practice in discriminating blends or digraphs. (MG)

ED 319 032 CS 010 093

Reading: Preschool--Practice in Basic Reading Skills.

REPORT NO.- ELP-921; ISBN-0-88309-921-7
PUB DATE- 80
NOTE- 132p.; For other books in this series, see CS 010 094-099.
AVAILABLE FROM- Essential Learning Products, 2300 W. Fifth Ave., P.O. Box 2607, Columbus, OH 43216-2607 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Auditory Discrimination; Kinesthetic Perception; *Learning Activities; Letters (Alphabet); Prereading Experience; *Preschool Education; Programed Instructional Materials; *Reading Readiness; Skill Development; Visual Discrimination; *Vocabulary Development; Workbooks
IDENTIFIERS- *Prereading Activities; *Prereading Skills

This workbook provides practice in helping children acquire pre-reading skills. The activities within the workbook are presented in sequence of difficulty, and directions precede each activity. Since language development is an important part of reading readiness, some pages of the workbook require presenting the child with a series of questions or a discussion of the activity. Some prereading skills, which are targeted by exercises in the workbook, include vocabulary development, visual discrimination, auditory discrimination, and kinesthetic discrimination. (SG)

ED 319 033　　　　　　　　　　CS 010 094

Streb, Judith A.

Reading: Practice Book 1--Practice in Basic Reading Skills.

REPORT NO.- ELP-928; ISBN-0-88309-928-4
PUB DATE- 84
NOTE- 99p.; For other books in this series, see CS 010 093-099.
AVAILABLE FROM- Essential Learning Products, 2300 W. Fifth Ave., P.O. Box 2607, Columbus, OH 43216-2607 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Learning Activities; Oral Reading; Phonics; Primary Education; Programed Instructional Materials; Reading Assignments; *Reading Comprehension; *Reading Instruction; Reading Materials; Silent Reading; Skill Development; *Study Skills; *Vocabulary Development; *Word Recognition; Workbooks
IDENTIFIERS- Reading Concepts

The reading exercises in this workbook cover the general areas of letter recognition; basic phonics; word structure (including common phonograms, compound words, contractions, possessives, plural forms, and suffixes); vocabulary (including identifying picture names, rhyming words, and word meanings); study skills (including following directions, alphabetizing, and reading a table of contents, reading a map, and reading a pictograph); comprehension; and oral and silent reading. Activities are presented in order of difficulty within each general area. A controlled vocabulary, which is representative of basal readers used by the average first grader, is used in the workbook; an answer key is provided. (SG)

ED 319 034 CS 010 095

Streb, Judith A.
Reading: Practice Book 2--Practice in Basic Reading Skills.
REPORT NO.- ELP-929; ISBN-0-88309-929-2

PUB DATE- 84
NOTE- 98p.; For other books in this series, see CS 010 093-099.
AVAILABLE FROM- Essential Learning Products, 2300 W. Fifth Ave., P.O. Box 2607, Columbus, OH 43216-2607 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Learning Activities; Oral Reading; Phonics; Primary Education; Programed Instructional Materials; Reading Assignments; *Reading Comprehension; *Reading Instruction; Reading Materials; Silent Reading; Skill Development; *Study Skills; *Vocabulary Development; *Word Recognition
IDENTIFIERS- Reading Concepts

The reading exercises in this workbook cover the general areas of basic phonics; word structure (including compound words, base words, prefixes and suffixes, contractions, possessives, and syllables); vocabulary (including word recognition, rhyming words, and word meaning); study skills (including following directions, alphabetizing, and reading a table of contents and a map); comprehension; and oral and silent reading. Activities are presented in order of difficulty within each general area. A controlled vocabulary, which is representative of basal readers used by the average second grader, is used in the workbook; an answer key is provided. (SG)

ED 319 035 CS 010 096

Streb, Judith A.
Reading: Practice Book 3--Practice in Basic Reading Skills.
REPORT NO.- ELP-930; ISBN-0-88309-930-6
PUB DATE- 84
NOTE- 98p.; For other books in this series, see CS 010 093-099.
AVAILABLE FROM- Essential Learning Products, 2300 W. Fifth Ave., P.O. Box 2607, Columbus, OH 43216-2607 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Elementary Education; *Learning Activities; Oral Reading; Phonics; Programed Instructional Materials; Reading Assignments; *Reading Comprehension; *Reading Instruction; Reading Materials; Silent Reading; Skill Development; *Study Skills; *Vocabulary Development; *Word Recognition
IDENTIFIERS- Reading Concepts

The reading exercises in this workbook cover the general areas of basic phonics; word structure (including compound words, base words, prefixes and suffixes, contractions, possessives, and syllables); vocabulary (including word recognition, word meaning, and rhyming words); study skills (including following directions, alphabetizing, and reading a table of contents and a map); comprehension; and oral and silent reading. Activities are presented in order of difficulty within each general area. A controlled vocabulary, which is representative of basal readers used by the average third grader, is used in the workbook; an answer key is provided. (SG)

ED 319 036 CS 010 097

Streb, Judith A.
Reading: Practice Book 4--Practice in Basic Reading Skills.
REPORT NO.- ELP-931; ISBN-0-88309-931-4
PUB DATE- 84
NOTE- 99p.; For other books in this series, see CS 010 093-099.
AVAILABLE FROM- Essential Learning Products, 2300 W. Fifth Ave., P.O. Box 2607, Columbus, OH 43216-2607 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Intermediate Grades; *Learning Activities; Oral Reading; Phonics; Programed Instructional Materials; Reading Assignments; *Reading Comprehension; *Reading Instruction; Reading Materials; Silent Reading; Skill Development; *Study Skills; *Vocabulary Development; *Word Recognition
IDENTIFIERS- Reading Concepts

The reading exercises in this workbook cover the general areas of basic phonics; word structure (including compound words, prefixes, contractions, possessives, syllabication, word meaning, similes, vocabulary in content areas, analogies, and idioms); study skills (including dictionary skills, using an encyclopedia and index, reading a map, reading a time line, reading a graph, and outlining); comprehension (including reading in the content areas of social studies, science, mathematics, and literature); and oral and silent reading. Activities are presented in order of difficulty within each general area. A controlled vocabulary, which is

representative of basal readers used by the average fourth grader, is used in the workbook; an answer key is provided. (SG)

ED 319 037 CS 010 098

Streb, Judith A.
Reading: Practice Book 5--Practice in Basic Reading Skills.

REPORT NO.- ELP-932; ISBN-0-88309-923-2
PUB DATE- 84
NOTE- 100p.; For other books in this series, see CS 010 093-099.
AVAILABLE FROM- Essential Learning Products, 2300 W. Fifth Ave., P.O. Box 2607, Columbus, OH 43216-2607 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Intermediate Grades; *Learning Activities; Programed Instructional Materials; Reading Assignments; *Reading Comprehension; *Reading Instruction; Reading Materials; Skill Development; *Study Skills; *Vocabulary Development
IDENTIFIERS- Reading Concepts

The reading exercises in this workbook cover the general areas of vocabulary development; study skills; comprehension skills; and reading in the content areas. The latter consists of reading materials divided into four major sections: social studies, science, mathematics, and literature. The vocabulary skills include word meaning in context, suffixes, figures of speech, similes, and metaphors. The workbook also introduces the student to specialized vocabulary. The vocabulary, reading selections, and activities in the workbook are appropriate for the average fifth grader. An answer key is provided. (SG)

ED 319 038 CS 010 099

Streb, Judith A.
Reading: Practice Book 6--Practice in Basic Reading Skills.
REPORT NO.- ELP-933; ISBN-0-88309-933-0

PUB DATE- 84
NOTE- 100p.; For other books in this series, see CS 010 093-098.
AVAILABLE FROM- Essential Learning Products, 2300 W. Fifth Ave., P.O. Box 2607, Columbus, OH 43216-2607 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Intermediate Grades; *Learning Activities; Programed Instructional Materials; Reading Assignments; *Reading Comprehension; *Reading Instruction; Reading Materials; Skill Development; *Study Skills; *Vocabulary Development
IDENTIFIERS- Reading Concepts

The reading exercises in this workbook cover the general areas of vocabulary development; study skills; comprehension skills; and reading in the content areas. The latter consists of reading materials divided into four major sections: social studies, science, mathematics, and literature. The vocabulary skills include working with synonyms, antonyms, homophones, figures of speech, similes, and metaphors. The workbook also introduces the student to specialized vocabulary, such as newspaper jargon and mathematical terms. An answer key is provided. (SG)

ED 319 039 CS 010 102

Fillmer, H. T.; Parkay, Forrest W.

Imagery: A Neglected Correlate of Reading Instruction.

PUB DATE- 10 May 90
NOTE- 19p.; Paper presented at the Annual Meeting of the International Reading Association (35th, Atlanta, GA, May 6-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Development; Creative Thinking; *Imagination; Instructional Innovation; *Learning Strategies; *Reading Instruction; Skill Development; Thinking Skills; *Visualization
IDENTIFIERS- *Imaging

Imagery has a significant role in cognitive development. Reading research has established the fact that good readers image spontaneously and that there is a high interrelationship between overall preference for a story, the amount of text-related imagery in the story, comprehension, and recall. Imagery researchers agree that everyone is capable of imaging. As with any other skill, using imagery effectively appears to be a matter of practice. The basic techniques for stimulating pupils to use imagery involve relaxation and the use of images that appeal to all their senses. When pupils read a story, they should put themselves into the role of the character. They should experience what the character sees, smells, hears, tastes, and feels. Pupils who can do this experience the story on a higher cognitive and affective level than pupils who are not able to do so. Research indicates that imagery is used infrequently in the classroom. Failure to recognize the powerful potential of imagery in the reading program denies pupils the use of a major correlate in reading instruction. (Thirty-two references are attached.) (Author/MG)

ED 319 040 CS 212 321

Morenberg, Max

Process/Schmocess: Why Not Combine a Sentence or Two?

PUB DATE- 22 Mar 90
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; *Sentence Combining; Student Centered Curriculum; Teaching Methods; Writing Assignments; *Writing Exercises; *Writing Improvement; *Writing Instruction; *Writing Processes; Writing Research; Writing Skills
IDENTIFIERS- Educational Criticism; *Writing Development

Though popular in the late 70s and early 80s, the instructional technique of sentence combining attracts little support today, even though practice has proven that teaching the processes of combining and expanding sentences can enhance syntactic maturity. A student writer who is made aware of the expectations of form will be prompted to generate more richly textured content. Despite the suggestion of some critics, there is no necessary antithesis between the process (form) and product (content) approaches to writing instruction. Like the writing-process methodology, the form-based sentence-combining approach is inherently student centered, as it builds upon students' innate knowledge of language. At the same time, the approach gives both teacher and student textual matters to discuss. Properly used, sentence combining can reestablish the relationship between form and content in a writing process class. (SG)

ED 319 041   CS 212 323

Miller, Richard E.
From Opposition to Resistance: Popular Culture and the Composition Classroom.
PUB DATE- Mar 90
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Critical Reading; Cultural Influences; *Discourse Modes; Expository Writing; Higher Education; Language Role; *Popular Culture; Reader Response; Reading Writing Relationship; Writing Assignments; *Writing Instruction
IDENTIFIERS- *Academic Discourse; Voice (Rhetoric); Writing Tasks

Bringing popular culture into the composition classroom is useful not because it erases the conflict between student and academic discourses, but rather because it serves to heighten this already extant conflict, thereby allowing it to become one of the subjects of study. Writing samples by two students early in the semester and class discussion about cultural influences reveal how students initially see themselves as having the option of choosing either to accept the unified world view that the teacher offers them or to maintain their own unified world view. That the world views under consideration might be internally contradictory and conflicted or that these world views might overlap, placing both student and teacher in more than one world of discourse simultaneously, are not possibilities the students entertain until later in the course, as three additional student writing samples reveal. The goal by the end of the course is to get students to be willing and able to simultaneously value and critique themselves and the positions they maintain, even though conflicts come to light as they are asked to think in new and potentially threatening ways both about their surroundings and the role language plays in their interpretations of these surroundings. (Student writing samples are included.) (KEH)

ED 319 042 CS 212 326

Harrison, Robert L., Jr.
The Recurring Author: William Shakespeare, a Case Study through Content Analysis.
PUB DATE- 88
NOTE- 151p.; Ph.D. Thesis, American University.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Case Studies; *Content Analysis; *Curriculum Research; English Literature; Grade 9; Grade 10; Grade 12; High Schools; *Statistical Analysis; *Textbook Content; Textbook Research
IDENTIFIERS- *Shakespeare (William)

The "recurring author" is one whose works appear many times at different levels in instructional units found in literature textbook series. A descriptive case study discussed the treatment of a recurring author, William Shakespeare, using units in a sample of six literature textbook series. Developed to describe, to code, and to analyze the content of the Shakespeare units, a content analysis instrument had a rated content validity of 91% and an interrater reliability of 92%. Using percentages to identify the occurrence of items appearing in Shakespeare units for grades 9, 10, and 12 in the textbook series, contents were described based on these percentages. It was also determined that the content of the Shakespeare units across grades 9, 10, and 12 differed statistically but not substantially in the degree of emphasis placed on four areas of content: biographical information, Shakespeare's works, Shakespeare's theater, and issues related to instruction as measured by the instrument. Findings suggest a need for further research in the areas of recurring authors, teaching Shakespeare, and restructuring of literature series textbooks. (Twelve tables of data are included. Appendixes include state student enrollment figures, the content analysis instrument, and a textbook analysis scoring sheet. A 152-item bibliography is attached.) (Author/SG)

ED 319 043 CS 212 328

Language Arts Grade 6, Item Specificaitons. Minimum Performance Test.

Arkansas State Dept. of Education, Little Rock.
PUB DATE- 88
NOTE- 31p.; For reading grade 6, see CS 010 050.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; *Grade 6; Intermediate Grades; *Language Arts; *Language Skills; *Language Tests; Middle Schools; Minimum Competencies; *Minimum Competency Testing; Standardized Tests; State Standards; *Student Educational Objectives; Test Content
IDENTIFIERS- *Arkansas

Developed as part of the Minimum Performance Testing Program (MPT), these item specifications for sixth grade language arts are designed to provide an overview of the general content and format of test items used to measure instructional objectives. Each item specification contains the following information: objective identification number; grade level; subject area; goal identification; skill description; stimulus attributes (information about the test question); response attributes (information about the correct answer and possible incorrect answers); and sample items. These item specifications may be used by teachers in a variety of ways: to determine if students have mastered specific objectives; to inform parents about what children will experience when they take the MPT; and to familiarize students with what to expect on that test. Item specifications may be used by school administrators to inform the public about the MPT. (SG)

ED 319 044   CS 212 329

Language Arts Grade 8, Item Specifications. Minimum Performance Test.
Arkansas State Dept. of Education, Little Rock.

PUB DATE- 88
NOTE- 42p.; For a similar guide for reading grade 3, see CS 010 051.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; Competency Based Education; *Grade 8; Junior High Schools; *Language Arts; Middle Schools; *Minimum Competencies; *Minimum Competency Testing; *Reading Skills; State Standards; Student Educational Objectives; *Writing Skills
IDENTIFIERS- *Arkansas

Developed as part of the Arkansas Minimum Performance Testing Program (MPT), these item specifications relate to the eighth grade language arts minimum performance test. There is one item specification for each instructional objective included in the MPT. Item specifications are intended to provide an overview of the general content and format of test items used to measure an instructional objective. Each item specification contains the following information: objective identification number; grade level; subject area; goal identification; skill description; stimulus attributes (information about the test item); response attributes (information about the correct answer and about possible incorrect answers); and sample items. Item specifications may be used in a variety of ways--for example, teachers may use them to develop evaluation instruments, to inform parents about the test, or to familiarize students with what to expect on the MPT. (SR)

ED 319 045 CS 212 330

Weidner, Heidemarie Z.
Back to the Future.
PUB DATE- Mar 90
NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Basic Skills; Educational Diagnosis; *Educational History; *English Instruction; Higher Education; *Literacy; Secondary Education; *United States History

IDENTIFIERS- *Educational Criticism; Harvard University MA; *Nineteenth Century

While concerns over literacy are common in contemporary times, similar concerns have been raised in other historical periods. Despite earlier predictions of American mastery of English, the Harvard Reports of the 1890s reflected anxiety over literacy among freshman college students from even "the best families in point of culture and breeding, and from the best schools." In addressing who was responsible for the problem, language critics and educators of the era engaged not so much in soul searching as in blame shifting. Preparatory schools took the brunt of the attacks. The students themselves were criticized for spending too much time in the lower levels of education. Other targets included "the home, the very cheap newspaper, the street" and even advertising, which was labeled an "acknowledged evil" and a "perversion of talent." The colleges themselves and their entrance examinations were attacked by critics. It is hoped that present-day calls for educational reform will seek out effective solutions and not just a revival of educational methods that do not work. (Fifty-eight references are attached.) (SG)

DOCUMENT RESUME

ED 319 046 CS 212 331

Davis, Susan J.; Johns, Jerry L.
Language Arts for Gifted Middle School Students. Teaching Resources in the ERIC Database (TRIED) Series.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; Indiana Univ., Bloomington. Center for Reading and Language Studies.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-927516-16-0
PUB DATE- 90
NOTE- 84p.
CONTRACT- RI88062001
AVAILABLE FROM- ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, 2805 E. 10th St., Bloomington, IN 47408-2698 ($9.95 plus $2.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academically Gifted; Annotated Bibliographies; Class Activities; History Instruction; Intermediate Grades; Junior High Schools; *Language Arts; *Lesson Plans; Mass Media Role; *Middle Schools; Reading Instruction; Teacher Developed Materials; Theater Arts; Thinking Skills; Writing Instruction
IDENTIFIERS- Collaborative Learning; ERIC Digests

Designed to tap the rich collection of instructional techniques in the ERIC database, this compilation of lesson plans focuses on language arts activities for gifted middle school students. The 40 lesson plans in this book cover history, literature, mass media, reading, theater arts, thinking skills, and writing. The book includes an activities chart which indicates the focus and types of activities (such as communication skills, collaborative learning, vocabulary development, etc.) found in the various lessons. A 41-item annotated bibliography contains references to research and additional resources. (RS)

ED 319 047 CS 212 332

Kroll, Linda
Making Meaning in Writing: A Longitudinal Study of Young Children's Writing Development.
PUB DATE- Apr 90
NOTE- 59p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 15-21, 1990). Some figures may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Coherence; Elementary Education; *Individual Development; Individualized Instruction; Literary Genres; Longitudinal Studies; Writing Achievement; *Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- Childrens Writing; Text Factors

This longitudinal study examined the development of the semantic "strand" (the relationship between drawing and writing, differentiation of literary genres, influence of literature, coherence, and part-whole coordination) of children's writing development over a 5-year period. Subjects, eight girls and nine boys enrolled in a small, urban, nonsectarian, private school, were observed and interviewed during their normal writing periods from kindergarten through the third or fourth grade. Although the subjects' six different teachers used different writing programs (which ranged from the whole language approach to a much more directive approach), all teachers encouraged invented spelling in the first 3 years and provided frequent opportunities for writing. Results indicated that (1) children struggle with the same aspects of making meaning in the writing process in many different ways; and (2) each child's developmental pace is individual. Findings suggest that individual differences can be understood within the whole continuum of writing development, allowing for more effective instruction for individual children. (One table of data and 12 figures presenting students' writing are included; 22 references are attached.) (RS)

ED 319 048 CS 212 333

Landis, Kathleen
The Knowledge of Composition.
PUB DATE- Jun 90
NOTE- 18p.; Version of a paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audience Awareness; Critical Thinking; *Freshman Composition; Higher Education; *Knowledge Level; *Metacognition; Problem Solving; *Rhetorical Invention; Rhetorical Theory; Schemata (Cognition); Writing Difficulties; Writing Processes
IDENTIFIERS- Composition Theory; *Knowledge Acquisition

The acquisition of knowledge is concomitant to the writing process and, as such, is a key factor in composition pedagogy. Writing is not just a skill with which the student presents or analyzes knowledge, rather, writing is essential to the very existence of certain kinds of knowledge. Much of writing instruction, however, consists mainly of genre knowledge (discourse formats and principles of competent writing) and assumes that student writers have acquired the prerequisite topic knowledge. Difficulties in writing are then attributed to the lack of strategies necessary to translate conceptual ideas into a verbal form, the lack of knowledge about appropriate discourse forms, or the lack of specific types of audience knowledge. More emphasis, however, should be placed on the student's topic knowledge and should focus on whether the writing problem derives chiefly from a lack of information or whether it exists at the "metaknowledge" level. That is, students often are not aware of the kinds and amount of information they obligate themselves to include when they engage in a writing task. They have poorly developed or unsophisticated knowledge structures that govern what may well be extensive, sophisticated bodies of knowledge. Common weaknesses in freshman writing include no context, no guidance, no direction, and over-generalization. Students assume that their readers will fill in any information gaps. (Four samples of student writing are included for discussion.) (KEH)

ED 319 049 CS 212 334

Murphy, Kathy
The Discourse Analysis of Collaborative Groups: Exploring the Role of Gender in Conversation.
PUB DATE- Mar 90
NOTE- 44p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Cooperative Learning; *Discourse Analysis; *Discussion (Teaching Technique); *Freshman Composition; *Group Dynamics; Higher Education; Interpersonal Communication; Models; *Sex Differences
IDENTIFIERS- Academic Discourse; *Collaborative Learning; Group Characteristics; *Sexual Attitudes

Small all-female, all-male, and mixed-gender discussion groups were selected from among freshman composition students to discuss papers which the students had written. The use of particle markers (i.e., "well," "ok," "um," etc.) was also examined. Findings suggest that women's speech seems to be better adapted to task-oriented academic discourse than normal male conversational models. Academic discussions of the type studied require the sense of cooperation and attention to individual speakers and group tasks that the female patterns provide. However, an androgynous model, which is cooperative and supportive but also directive and assertive when necessary, also adapts well to peer group interaction. It appears that the classroom, and the instructor, specifically, can reinforce a lifetime of enculturation into gender-specific behavior. (Four figures illustrating types of discussions are included; 16 references are attached.) (SG)

ED 319 050   CS 212 335

Writing To Read 1988-89. Evaluation Section Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Apr 90

NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; Grade 1; Grade 2; Kindergarten Children; Primary Education; Public Schools; *Reading Writing Relationship; *Writing Achievement; Writing Assignments; *Writing Evaluation; *Writing Instruction; Writing Laboratories; Writing Research; *Writing Skills
IDENTIFIERS- Childrens Writing; Metropolitan Achievement Tests; New York City Board of Education; *Writing to Read Program

The Writing to Read Program (WTR) objectives for 1988-89 included: to extend and support the implementation of the WTR program in New York City elementary schools; to promote the reading and writing achievement of kindergarten, first-, and second-grade students; and to introduce students in early childhood to computer technology. In 1988-89 the program served 87 schools in 22 community school districts. The methods used to evaluate the program included on-site interviews, lab and classroom observations, questionnaires distributed to all program participants and a selected group of parents, pre- and post-program writing samples, and reading achievement scores for the Metropolitan Achievement Test for both selected program participants and matching control groups. Overall reaction to the program was positive. Most participants believed that the program provided a good foundation in basic skills, helped to develop confident and mature writers, and that the computers and center setting were significant motivational devices. Some of the additional major findings included: (1) WTR program has little immediate impact, and no long-term impact on improving reading performance of participating students when compared with other reading programs; (2) students in the program made significant progress in their writing; (3) WTR students improved their writing skills to a greater degree than did similar students who did not participate in the program; and (4) monolingual students at the kindergarten level showed a statistically significant improvement in writing over bilingual kindergartners. (Eleven tables of data are included. One appendix includes the Writing Sample Scoring Scale.) (MG)

ED 319 051 CS 212 336

Language Arts CCA Basic Skills Curriculum. Instructor's Guide.
Illinois Univ., Urbana. Computer-Based Education Research Lab.

PUB DATE- Apr 90
NOTE- 100p.; For the spelling guide, see CS 010 063; for the reading guide, see CS 010 064.
AVAILABLE FROM- University of Illinois, Computer-Based Education Research Laboratory, 103 S. Mathews Ave., Urbana, IL 61801 ($4.50; a set of four--Reading, Language Arts, Spelling, and Math--is $25.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Adult Basic Education; Adult Programs; *Basic Skills; *Computer Assisted Instruction; Courseware; Curriculum Guides; Grammar; High School Equivalency Programs; Individualized Instruction; *Language Arts; Programed Instructional Materials; Skill Development
IDENTIFIERS- University of Illinois Urbana Champaign

Designed and programmed by the staff of the Courseware and Curriculum Applications (CCA) Group (a unit of the Computer-Based Education Research Laboratory at the University of Illinois at Urbana-Champaign), this instructor's guide describes a computer-based language arts curriculum intended to move adult and adolescent students performing at the fourth grade level to the eighth grade level. The guide offers a curriculum which emphasizes usage; grammatical terminology is minimized. The guide outlines a curriculum composed of eight units of instructional materials, drawing upon lessons that teach basic punctuation, parts of speech, vocabulary, synonyms/antonyms, subject-verb agreement, and proofreading skills. Each unit consists of a pretest, computer instruction, and a posttest. Each lesson in this guide gives the lesson's file name, authors, author affiliation, and objectives; describes the lesson and interactions; and notes the intended audience, completion time, and associated lessons. An appendix lists files. (SR)

ED 319 052 CS 212 337

Montgomery-Fate, Tom

Wading In: John Dewey, Paulo Freire, the Chicago Transit Authority.

PUB DATE- Mar 90
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ethnography; *Experiential Learning; *Freshman Composition; Higher Education; Observational Learning; *Personal Narratives; *Social Environment; Student Writing Models
IDENTIFIERS- Author Reader Relationship; Dewey (John); Freire (Paulo); Illinois (Chicago)

For one of a series of related assignments, students were to ride a Chicago Transit Authority (CTA) bus or commuter train through the heart of Chicago, to experience the contrasts among the people there, and to write about what was learned. The students were to take an analytical view: What does this collection of images tell the student about the city, about the CTA, about him or herself? Excerpts from one student's paper show that the images she collected are extended, focused, and refocused time and again. The conclusion of the assignment finds the student paying attention to the world with her whole being, and just as important, she is prompting her readers to do the same. (SG)

Owston, Ronald D.; And Others

On and Off Computer Writing of Eighth Grade Students Experienced in Word Processing. Technical Report 90-1.

York Univ., North York (Ontario). Centre for the Study of Computers in Education.

PUB DATE- May 90
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Foreign Countries; *Grade 8; Junior High Schools; Multivariate Analysis; Spelling; Student Attitudes; *Word Processing; *Writing Achievement; Writing Attitudes; Writing Improvement; *Writing Processes; Writing Research
IDENTIFIERS- Canada; *Narrative Text; Ontario; Writing Tasks

A study assessed the impact of word processing on the writing of junior high school students, experienced in working with computers, for a number of tasks, including writing. Subjects, 111 eighth grade students in four communications arts classes at a Canadian middle-class suburban school, who had been using computers for writing for a year and a half, wrote one story on the computer and one story off the computer. The order in which the two writing tasks were presented and whether the subjects wrote first on or off the computer were different for each class to control for potential order effects with these two factors. Drafts and final versions of the students' writing were scored using a holistic/analytic instrument. Results indicated that: (1) the computer-written work was significantly better in overall quality and better on the competency and mechanics subscales of the evaluation instrument; (2) students produced significantly longer pieces of writing on the computer than off; (3) students reported very positive attitudes toward computer-based editing and writing; (4) there were no macrostructural differences in writing across media; and (5) only one surface feature, spelling, was found to be significantly better in the computer-written work. (Five figures and five tables of data are included; 51 references, the attitude questionnaire, a summary of the scale for evaluating narrative writing, verbal directions for teachers, sample student essays, and four tables of data are attached.) (RS)

ED 319 054 CS 212 339

Lindemann, Erika, Ed.
CCCC: Bibliography of Composition and Rhetoric, 1987.
Conference on Coll. Composition and Communication, Urbana, Ill.
REPORT NO.- ISBN-0-8093-1647-1
PUB DATE- 90
NOTE- 192p.
AVAILABLE FROM- Order Dept., Southern Illinois University Press, P.O. Box 3697, Carbondale, IL 62902-3697 ($24.95--cloth, $14.95--paper, plus $2.00 postage and handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *College English; *Educational Research; English Instruction; Higher Education; *Rhetoric; Scholarship; Student Evaluation; Teaching Methods; *Verbal Communication; *Writing (Composition)
IDENTIFIERS- English Teachers

Focusing on work of interest to college English teachers and researchers, this book offers an annual classified listing of scholarship on writing English and its teaching. The book cites 1,813 titles that, with few exceptions, were published during the 1987 calendar year. The bibliography lists each work only once, but it descriptively annotates all citations, cross-references them when appropriate, and indexes all authors and editors. It includes works that treat written communication, the processes whereby human beings compose and understand written messages, and methods of teaching people to communicate effectively. Listings are in five categories: bibliographies and checklists; theory and research; teacher education, administration, and social roles; curriculum; and testing, measurement, and evaluation. A subject index and a name index conclude the volume. (SR)

ED 319 055 CS 212 345

Hardy, Chlorene M., Ed.; Fagan, Roberta E., Ed.
Our Books, Our Wings: Books Nebraskans Read and Treasure.
Nebraska Library Commission, Lincoln.
REPORT NO.- ISBN-0-9624668-0-8
PUB DATE- 89
NOTE- 337p.
AVAILABLE FROM- Nebraska Library Commission, 1420 P Street, Lincoln, NE 68508 ($8.95 plus $1.00 postage and handling; Nebraska residents add 5.5% sales tax; discount on larger quantities).
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- *Books; Childhood Interests; Literature; *Literature Appreciation; Personal Narratives; Reader Text Relationship; Reading Attitudes; *Reading Interests; Reading Materials; *Recreational Reading
IDENTIFIERS- Childhood Recollection; *Nebraska

This book is a collection of commentaries by Nebraskans about books that have been memorable for them from childhood through adulthood. The book is a record of life-long learning dedicated to Nebraska's youngest readers in the Year of the Young Reader, 1989--a common ground for intergenerational dialogue made possible by the world of books. The main text of the book lists the contributor's name and occupation along with three book titles; one each for the following categories: childhood, youth, and adulthood. The book also lists the titles and authors which were cited by the contributors and lists the titles most frequently named in the last section. (MG)

ED 319 056 CS 212 346

Harris, Joseph
Growth and Conflict in Basic Writing.
PUB DATE- Mar 90
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acculturation; *Basic Writing; Conflict; *Discourse Modes; *Freshman Composition; Higher Education; *Self Actualization; Teaching Models; *Writing Instruction
IDENTIFIERS- Academic Discourse; Basic Writers; Personal Experiences; *Writing Models

The most serious approaches to teaching basic writing in the last 20 years have been framed by the competing metaphors of growth and metaphors of initiation. The growth model pulled attention away from the forms of academic discourse and toward what students could and could not do as writers, and encouraged teachers to respect and work with the skills which students brought to the classroom. Recent metaphors of initiation have often seemed to exaggerate conflicts and differences, in equating learning with assimilation or conversion. At times, in attempting to balance the two competing genres of everyday discourse and academic discourse, the student seems more "written by" than the '"writer of" his text. A basic writing course should freely admit and build upon conflicts and permit students to draw upon their full histories as persons as much as they can. In doing so, they might begin to gain a sense of why an individual works and writes at a university and of the sorts of power and insight an individual can gain there. (SG)

ED 319 057 CS 212 347

Manitoba Writing Assessment 1988, Grade 4. Preliminary Report: Franco-Manitoban Schools.

Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.

REPORT NO.- ISBN-0-7711-0776-5
PUB DATE- Sep 88
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; *Grade 4; Intermediate Grades; *Student Evaluation; Writing (Composition); *Writing Evaluation; *Writing Skills
IDENTIFIERS- *English Examinations; *Manitoba

This preliminary report on the findings of the Manitoba Writing Assessment Program for grade 4 contains a summary of student performance for the provincial sample as a whole. The report is based on a systematic random sample (224 papers) consisting of 50% of all students enrolled in grade 4 English in Franco-Manbitoban schools. Chapter 1 describes the story writing and report writing tasks of the test and the scoring procedure for each written product. Chapter 2 presents a summary of the scores assigned on the story writing task, and chapter 3 contains four sample stories, along with the marks assigned by the test scorers. A summary of the scores assigned on the report writing task is provided in chapter 4, while chapter 5 contains four sample reports, along with the marks assigned by the scorers. (KEH)

ED 319 058 CS 212 348

Manitoba Writing Assessment 1988, Grade 8. Preliminary Report: French Immersion Schools.
Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.
REPORT NO.- ISBN-0-7711-0774-9
PUB DATE- Sep 88
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Educational Assessment; Foreign Countries; *Grade 8; Immersion Programs; Junior High Schools; *Spelling; Student Evaluation; *Writing Evaluation; *Writing Skills
IDENTIFIERS- *English Examinations; *Manitoba

This preliminary report of the 1988 Manitoba Writing Assessment Program contains a summary of student performance for the provincial sample as a whole. The report is based on a systematic random sample (a total of 186 papers) consisting of 20% of all students enrolled in grade 8 Language Arts in French Immersion programs. Chapter 1 describes the spelling exercise and the persuasive and narrative writing tasks on the test, as well as the scoring procedures for each student paper. Chapters 2 and 3 contain a summary of the results on the persuasive writing task and four sample products. Chapters 4 and 5 contain four sample stories, as well as a summary of the scores assigned on the narrative writing task. The final chapter presents the results of the spelling test. (KEH)

ED 319 059 CS 212 349

Manitoba Writing Assessment 1988, Grade 11. Preliminary Report: French Immersion Schools.

Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.

REPORT NO.- ISBN-0-7711-0772-2
PUB DATE- Sep 88
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; *Grade 11; High Schools; Immersion Programs; *Spelling; *Student Evaluation; *Writing Evaluation; *Writing Skills
IDENTIFIERS- *English Examinations; *Manitoba; Writing Tasks

This preliminary report of the 1988 Manitoba Writing Assessment Program contains a summary of student performance in grade 11 for the provincial sample as a whole. The report is based on 177 test papers from students enrolled in English 200 or English 201 in French Immersion programs. The first chapter describes the spelling exercise, the process writing and essay writing tasks, and the scoring procedures. Chapters 2 and 3 present four sample products and a summary of the results on the process writing task; Chapters 4 and 5 contain four sample essalys, as well as a summary of the scores assigned on the essay writing task. The final chapter presents the results of the spelling test. (KEH)

ED 319 060 CS 212 350

Schwartz, Helen J.
Cross-Cultural Team Teaching: E-mail for Literary Analysis.
PUB DATE- 90
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Uses in Education; *Cross Cultural Studies; Cultural Context; *Drama; *Electronic Mail; Finnish; Freshman Composition; Higher Education; *Intercultural Communication; Literary Criticism; Literature Appreciation; *Team Teaching
IDENTIFIERS- Finland; Indiana Univ Purdue Univ at Indianapolis

Using electronic mail (E-mail), the instructor of a master's level drama class at a Finnish university and an introductory literature instructor at Indiana University-Perdue University at Indianapolis communicated between themselves and served as intermediaries for communication between two groups of their students. While instructional levels and language requirements differed, the two classes read the same plays. Students in both classes enjoyed the experience and supported its continuation. The fact that each group had in the other a real audience helped the student writers understand what to include in their stories; students wrote on both literary and personal topics. The cross-cultural exchanges helped students explore what was universal and what was culturally bound in literary interpretation. Future efforts in this area would be improved by direct communication between students, and the American students called for more similar writing assignments than the two groups in the study were assigned. (An appendix contains excerpts from the E-mail exchanges.) (SG)

DOCUMENT RESUME

ED 319 061 CS 212 351

English Language Arts Overview K-12.
Manitoba Dept. of Education, Winnipeg.
REPORT NO.- ISBN-0-7711-0758-7
PUB DATE- 88
NOTE- 141p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; *Educational Objectives; *Elementary Secondary Education; Foreign Countries; *Language Arts; Language Role; Literature Appreciation; Student Needs; *Whole Language Approach
IDENTIFIERS- Canada; Manitoba

Reflecting new understandings about language and literature, this curriculum guide is most influenced by the collective knowledge about the close association between language and learning, language and thinking, and language and personal growth. The guide recommends that students be encouraged at all times to use their personal, unstructured language to grapple with new ideas and come to terms with new experiences before they attempt to cope with the more structured means of expressing what they have learned. The guide also supports the principle of the integration of the language arts at all levels. The guide considers literature to be more important than ever before in elementary school: literature at other levels continues to be featured, but the emphasis is on experiencing a wider range of materials as opposed to analyzing a limited number of works. Sections of the curriculum guide include: (1) "Rationale"; (2) "Major Emphases"; (3) "Language Needs"; (4) "Learning Goals K-12"; (5) "Correlation of Student Objectives and Goals"; (6) "Language Development"; (7) "Integrating the Language Arts"; (8) "Balance"; (9) "Time Allotments"; (10) "Evaluation"; (11) "Meeting Individual and Group Needs"; (12) "Meeting Special Needs"; and (13) "Goals and Objectives." Seventeen references and summaries of seven suggested readings are attached. (RS)

ED 319 062 CS 212 352

Occupational Entrance Course: Language Arts 104, 204, 304. Interim Guide.

Manitoba Dept. of Education, Winnipeg.

REPORT NO.- ISBN-0-7711-0788-9
PUB DATE- 88
NOTE- 128p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Communication Skills; *Curriculum Guides; Foreign Countries; Integrated Activities; *Language Arts; Learning Activities; Lesson Plans; Remedial Programs; Secondary Education; Student Centered Curriculum; Student Needs
IDENTIFIERS- Canada; Manitoba

This curriculum guide describes the language arts portion of the Occupational Entrance Course, a course designed for junior and senior high school-aged students who have not functioned successfully in the traditional academic setting. The guide outlines a curriculum which focuses on developing students' receptive and expressive communication skills through an integrated approach to practical themes. Sections of the curriculum guide include: (1) "Overview"; (2) "Language Arts 104 Emphasis: Awareness"; (3) "Language Arts 204 Emphasis: Evaluation"; and (4) "Language Arts 304 Emphasis: Application." Supplementary materials, student checklists, a science fiction model unit, and a music unit are appended. (RS)

ED 319 063 CS 212 353

Lesson Plans for Teaching Young Adult Literature.
North Carolina State Dept. of Public Instruction, Raleigh.

PUB DATE- 88
NOTE- 108p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)
DESCRIPTORS- *Adolescent Literature; Class Activities; *Integrated Activities; *Learning Activities; *Lesson Plans; *Novels; Secondary Education; *Teacher Developed Materials
IDENTIFIERS- North Carolina

Intended for teachers, this book is a collection of lesson plans created by 28 teachers in North Carolina to provide opportunities that support integrated learning. Using recommended young adult literature, the book presents activities which promote the integration of listening, speaking, reading, writing, and viewing. The book provides two or three lesson plans for each of the following young adult novels: "Home Before Dark" (Sue Ellen Bridgers); "Words by Heart" (Ouida Sebestyen); "The Cry of the Seals" (Larry Weinberg); "One Fat Summer" (Robert Lipsyte); "The Late Great Me" (Sandra Scoppetone); "Gentlehands" (M. E. Kerr); "Summer of My German Soldier" (Bette Green); "Very Far Away From Anywhere Else" (Ursula K. LeGuin); "The Friends" (Rosa Guy); and "The Pigman" (Paul Zindel). One lesson plan is included for each of the following novels: "Winning" (Robin Brancato); "Where the Red Fern Grows" (Wilson Rawls); "All Together Now" (Sue Ellen Bridgers); and "Anne of Green Gables" (L. M. Montgomery). (MG)

ED 319 064 CS 212 354

Popken, Randall L.
Some Sources of Written Genre Interference in the Work of Basic Writers.

PUB DATE- Mar 90
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Basic Writing; *Discourse Analysis; *Freshman Composition; Higher Education; Journalism; *Literary Genres; Research Methodology; Schemata (Cognition); School Surveys; *Writing Difficulties; Writing Research; Written Language
IDENTIFIERS- *Academic Discourse; *Basic Writers; Writing Contexts

Language interference (which was originally posited in ESL theory) involves ways in which language learners draw upon previous language experiences to fill holes in their knowledge of a second language they are learning. Since the 1970s, language interference has been a part of the pedagogy of basic writing, concerning itself with ways that basic writers' oral language can interfere in the learning of academic discourse. An extension of this premise, genre interference, or negative transfer, occurs when a writer tries to use properties from a known genre in an unknown one, but the properties do not match. To determine potential sources of genre interference, 34 students enrolled in a developmental composition class at Tarleton State University in Texas were surveyed about what genres they read most often outside of classroom work. Nine of the top 10 genres were journalistic (newspaper sports stories, news magazine articles, etc.). A follow-up survey indicated student confusion between the journalistic and academic genres, suggesting the journalistic genre as a source of interference with the academic. Greater pedagogical and theoretical attention should be given to genre interference stemming from the written discourses that students bring to basic writing courses. (Four figures are included; one appendix containing the survey questions, and a bibliography containing 14 references are attached.) (SG)

ED 319 065 CS 212 356

Burk, Jill
Pen Pals: A Beneficial Partnership.
PUB DATE- 89
NOTE- 11p.; Paper presented at the Annual Meeting of the National Reading Conference (39th, Austin, TX, November 28-December 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audience Awareness; Grade 1; Higher Education; *Letters (Correspondence); Primary Education; Student Teachers; *Teacher Education; Writing Improvement; Writing Research; *Writing Skills; *Writing Strategies
IDENTIFIERS- *Childrens Writing; Purpose (Composition); *Writing Development

A study examined the instructional benefits of a semester-long letter exchange between first graders and preservice teachers in a language arts methods class. When first graders exchange letters with preservice teachers, all are involved in literacy events. Pen pals at both levels benefit from this correspondence. Often the focus is on the advantages for children as they write for real purposes and to audiences other than the teacher, but the other half of the partnership (the preservice teachers) can also profit from a letter exchange . Initially, preservice teachers "look at" pen pal letters noticing handwriting, neatness, and invented spellings. They learn how to read the content, i.e., the "what" of children's writing. Soon they change their focus and begin to look more deeply into the letters for an understanding of "how" students write. They discover children's strategies for revision, for the use of space, for punctuation, and for capitalization. They see examples of risk-taking and risk-avoiding. They identify growth through experimentation. Pen pal letters allow preservice teachers a closer look at language exchanges through a meaningful writing experience. As preservice teachers build understanding about children's writing strategies and decision making, they are clearly benefiting from a pen pal partnership. (Author/MG)

ED 319 066 CS 212 358

Marting, Janet
Working Topics for Students' Papers.
PUB DATE- Apr 90
NOTE- 9p.; Paper presented at the Annual Meeting of the College English Association (Buffalo, NY, April 5-7, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Freshman Composition; Higher Education; Research Papers (Students); Thematic Approach; *Writing Assignments
IDENTIFIERS- Author Text Relationship; Terkel (Studs); *Writing Topics

Students enrolled in composition classes may provide the answer to the dilemma of coming up with a writing topic: work--the "four letter word." Most, if not all, students have already become part of the labor force. The theme of "work" is naturally successful because it centers around a topic students know well, something that is within their capacity and interest to explore. Not only is there much to write about using the theme of work in the composition class, there is much to read as a way to spur students' thinking and to see other people's perspectives on the issue. By examining the theme of work in a writing class, students have the opportunity to explore those dreams that lie deep in their souls, to mine the depths to discover the riches within, to make tacit what would otherwise go unnoticed. The single-theme composition course provides students with an opportunity to look closely and thoroughly at one aspect of their lives and the world around them and guards against a superficial encounter with a topic. (RS)

ED 319 067 CS 212 359

Gottlieb, Stephen S.
The Right To Read: Censorship in the School Library. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-CS-90-6
PUB DATE- Jun 90
NOTE- 4p.
CONTRACT- RI88062001
AVAILABLE FROM- ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, Bloomington, IN 47408-2698 (single copy, free; up to 10 no-cost items, $2.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Censorship; Court Litigation; Court Role; Information Sources; *Literature; School Community Relationship; *School Libraries
IDENTIFIERS- *Controversial Materials; ERIC Digests; *New Teachers; Pico v Island Trees Union Free School District

This digest examines the current status of outside attempts to censor literature in the school library. The digest (1) reports on several court cases which came about because literary works were removed from school libraries; (2) discusses the censors and their opponents; and (3) reviews some guidelines for new teachers who might be presented with censorship dilemmas. (NKA)

ED 319 068   CS 212 360

Guerrero, Frank; And Others
Comprehensive Instructional Managmenent Systems-Communication Arts (CIMS-CA), 1988-89. Evaluation Section Report. OREA REport.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Jun 90
NOTE- 76p.; For a 1985-86 report, see ED 281 177.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Communication Skills; *Computer Uses in Education; *Curriculum Evaluation; Educational Assessment; Elementary Education; Holistic Approach; Program Evaluation; Program Implementation; Reading Achievement; Staff Development; Thematic Approach; Writing Achievement
IDENTIFIERS- *Communication Arts; *Comprehensive Instructional Management System; Drama in Education; New York (New York)

This report presents the results of the evaluation of the 1988-89 Comprehensive Instructional Management Systems-Communication Arts (CIMS-CA) program, which focused on developing a holistic communication arts curriculum and staff development program reflecting the most recent research for students in kindergarten through eighth grade; corresponding assessment instruments; and a computer management system. The report notes that over 50,000 students participated in the program during 1988-89 and that the curriculum and test component integrated four content areas in communication arts--reading, writing, listening, and speaking. The report also notes that participation in the drama component was about 7,000 students. In particular, the report documents the level and quality of program implementation and assesses the program's impact on student achievement in reading and writing. The report is in five chapters: (1) Introduction; (2) Program Components (which discusses project components and implementation); (3) Reactions to, and Perceptions of, the Instructional Component; (4) Student Outcomes; and (5) Conclusions and Recommendations. Twenty-two tables of data are included. Eight appendixes contain tables with analyses of CIMS-CA writing samples. (SR)

ED 319 069 CS 212 362

Angeletti, Sara
Collaborative Writing in a Second Grade Classroom.
PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Communication; Grade 2; Primary Education; *Revision (Written Composition); Teacher Role; *Writing (Composition); Writing Achievement; Writing Improvement; Writing Skills
IDENTIFIERS- Childrens Writing; Collaborative Learning; *Collaborative Writing; Writing Conferences; *Writing Groups

A collaborative writing process was found to be helpful in the development of literacy learning in a second-grade classroom. Steps of the collaborative writing process evolved through class discussions and included: (1) brainstorming for topics; (2) setting up a folder to collect writing; (3) prewriting; (4) writing; (5) sharing and revising; (6) editing; (7) decision-making; (8) writing the final draft; (9) publishing the book; and (10) celebrating. The students' choice of writing topics made use of their own backgrounds. In collaborative writing, the audience is established from the first thought until the final draft. Students share before they begin to write and throughout the writing process. Children value each person's contribution to the group effort, finding each other's strengths and encouraging one another's attempts at improving their writing. The result is a community of writers who work confidently, finding needed help from 25 writers, not just one teacher. (Author/MG)

ED 319 070 CS 212 365

Handwriting: Preschool Activities Practice Book.

REPORT NO.- ELP-900; ISBN-0-88309-900-4
PUB DATE- 78
NOTE- 100p.; For other books in this series, see CS 212 366-369.
AVAILABLE FROM- Essential Learning Products, 2300 W. Fifth Ave., P.O. Box 2607, Columbus, OH 43216-2607 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Handwriting; *Learning Activities; Letters (Alphabet); Numbers; Preschool Education; Programed Instructional Materials; Skill Development; Workbooks; *Writing Instruction; *Writing Readiness; *Writing Skills

Intended for preschool children, this workbook provides practice in the readiness skills for handwriting. The workbook's activities, presented in sequence of difficulty, promote the following skills: developing language; seeing similarities; seeing differences; filling in missing parts; writing basic strokes; drawing objects; establishing left-to-right sequence; matching words to pictures; matching words; completing letters; writing name; matching beginning letters; matching final letters; writing within guidelines; writing numerals; tracing words; lower-case manuscript alphabet; and upper-case manuscript alphabet. (SR)

ED 319 071 CS 212 366

Handwriting: Grade 1 Manuscript Practice Book.

REPORT NO.- ISBN-0-88309-901-2
PUB DATE- 78
NOTE- 133p.; For other books in this series, see CS 212 365-369.
AVAILABLE FROM- Essential Learning Products, 2300 W. Fifth Ave., P.O. Box 2607, Columbus, OH 43216-2607 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Grade 1; Letters (Alphabet); *Manuscript Writing (Handlettering); Numbers; Primary Education; Programed Instructional Materials; Skill Development; Workbooks; *Writing Instruction; *Writing Skills
IDENTIFIERS- Zaner Bloser Method

Intended for children in first grade, this workbook provides practice in writing correctly all 26 manuscript letters, both upper and lower-case, and numerals from 0 to 9. The alphabet used in the workbook is the Zaner-Bloser style of handwriting, the most widely used system in the schools of the United States. The strokes used to make each letter are carefully explained, and models are provided so that as the child practices he or she will be making the letter forms correctly. Review pages provide practice in writing all of the letters previously practiced individually. (SR)

ED 319 072 CS 212 367

Handwriting: Grade 2 Manuscript Practice Book.
REPORT NO.- ELP-902; ISBN-0-88309-902-0
PUB DATE- 78
NOTE- 133p.; For other books in this series, see CS 212 365-369.
AVAILABLE FROM- Essential Learning Products, 2300 W. Fifth Ave., P.O. Box 2607, Columbus, OH 43216-2607 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Grade 2; Letters (Alphabet); *Manuscript Writing (Handlettering); Numbers; Primary Education; Programed Instructional Materials; Skill Development; Workbooks; *Writing Instruction; *Writing Skills
IDENTIFIERS- Zaner Bloser Method

Intended for children in second grade, this workbook provides practice in writing correctly all 26 manuscript letters, both upper and lower-case, and numerals from 0 to 30. The alphabet used in the workbook is the Zaner-Bloser style of handwriting, the most widely used system in the schools of the United States. The strokes used to make each letter are carefully explained, and models are provided so that as the child practices he or she will be making the letter forms correctly. Review pages provide practice in writing all of the letters previously practiced individually. (SR)

ED 319 073 CS 212 368

Handwriting: Grade 3 Cursive Practice Book.

REPORT NO.- ELP-903; ISBN-0-88309-903-9
PUB DATE- 78
NOTE- 133p.; For other books in this series, see CS 212 365-369.
AVAILABLE FROM- Essential Learning Products, 2300 W. Fifth Ave., P.O. Box 2607, Columbus, OH 43216-2607 ($2.50).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Cursive Writing; *Grade 3; Letters (Alphabet); Numbers; Primary Education; Programed Instructional Materials; Skill Development; Workbooks; *Writing Instruction; *Writing Skills
IDENTIFIERS- Zaner Bloser Method

Intended for children in third grade, this workbook provides practice in writing correctly all 26 cursive letters, both upper and lower-case, and numerals from 0 to 9. The alphabet used in the workbook is the Zaner-Bloser style of handwriting, the most widely used system in the schools of the United States. The strokes used to make each letter are carefully explained, and models are provided so that as the child practices he or she will be making the letter forms correctly. Review pages provide practice in writing all of the letters previously practiced individually. (SR)

ED 319 074 CS 212 369

Handwriting: Grade 4 Cursive Practice Book.

REPORT NO.- ELP-904; ISBN-0-88309-904-7
PUB DATE- 78
NOTE- 133p.; For other books in this series, see CS 212 365-368.
AVAILABLE FROM- Essential Learning Products, 2300 W. Fifth Ave., P.O. Box 2607, Columbus, OH 43216-2607 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Cursive Writing; *Grade 4; Intermediate Grades; Letters (Alphabet); Numbers; Programed Instructional Materials; Skill Development; Workbooks; *Writing Instruction; *Writing Skills
IDENTIFIERS- Zaner Bloser Method

Intended for children in fourth grade, this workbook provides practice in writing correctly all 26 cursive letters, both upper and lower-case, and numerals from 0 to 9. The alphabet used in the workbook is the Zaner-Bloser style of handwriting, the most widely used system in the schools of the United States. The strokes used to make each letter are carefully explained, and models are provided so that as the child practices he or she will be making the letter forms correctly. Review pages provide practice in writing all of the letters previously practiced individually. (SR)

Larson, Mary Strom
The Portrayal of Families on Prime Time Television.
PUB DATE- 6 Nov 87
NOTE- 35p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Family Characteristics; Family Involvement; *Family Life; *Family Relationship; Family Structure; *Interpersonal Relationship; *Mass Media Role; Programing (Broadcast); Television Research; Television Viewing
IDENTIFIERS- *Family Communication; *Prime Time Television

A study explored the interaction of television families with attention to how parents behave in families and how children interact both with and without their parents and their siblings. Programs selected for the study were nine episodes of "The Cosby Show" and "Growing Pains"; both of these programs feature two-parent families with dependent children. Each episode was viewed several times serially and notes were made about all of the family interactions. Analysis in this study revolved around interactions of parents with children, children with parents, and children with their siblings. The analysis provides a picture of families in which fathers are in charge of the family life, in which there is not a great deal of distance between parents and their children, and in which siblings are not particularly supportive. Findings suggest that children modeling their behavior in families from these two programs would have certain expectations, including that: (1) fathers will work at home in a job which allows them to nurture and run a household virtually full-time; (2) while mothers are employed outside the home, the number of professional positions does not parallel the television pattern; (3) siblings are generally not supportive of each other; and (4) the lack of distance between children and parents on television may provide an unrealistic model. (Twenty-two references are attached.) (MG)

ED 319 076 CS 507 094

Hellweg, Susan A.
The Application of Grunig's Symmetry-Asymmetry Public Relations Models to Internal Communication Systems.
PUB DATE- May 89
NOTE- 30p.; Paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Communication Research; Institutional Environment; *Models; *Organizational Communication; *Organizational Theories; *Public Relations; Research Methodology
IDENTIFIERS- *Grunig (James); Managerial Communication

Based on J. E. Grunig's four models of public relations practice (press agent/publicity, public information, and two-way asymmetric and two-way symmetric practice), this paper examines the potential applicability of these models to internal communication systems in organizations. Following an introduction, in which Grunig's models are briefly explained, the paper discusses definitional issues; historical parallels between the development of organizational theory and the development of the four models of public relations practice; issues of managerial bias inherent in existing organizational communication research and consulting practices, as well as in at least some of the public relations models; and lines of future inquiry of common interest to the public relations researcher and the organizational communications researcher as a function of the models. Forty-eight references are given. (Author/SR)

ED 319 077 CS 507 151

Aitken, Joan E.
Pharmacist-Patient Communication: A Structure of Intrapersonal Processes.
PUB DATE- Jun 90
NOTE- 17p.; Paper presented at the International Conference on Communication in Health Care (Oxford, England, June 24-27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Counseling; Higher Education; *Interpersonal Communication; Item Analysis; Medical Services; Patients; Pharmaceutical Education; *Pharmacists; Q Methodology
IDENTIFIERS- *Communication Behavior; *Health Communication; Pharmacology and Patient Care

A study examined the perceptions of pharmacy students regarding pharmacist-patient communication to determine whether the increased emphasis on the patient counseling role of pharmacists resulted in perceptual differences between students, pharmacists, and faculty. Data were gathered from 25 students, 2 pharmacy faculty, 8 communication studies students, one communication studies professor from a midwestern university, and 5 local registered pharmacists. Subjects responded to 51 questions, employing the Q-methodology, in which statements are sorted (each printed on individual cards) according to an 11-point agree-disagree continuum. Results revealed a similar structure of opinions about communication among pharmacy students, pharmacy faculty, and pharmacists. The composite findings indicated the following concerns about effective pharmacist-patient communication: (1) the degree to which the pharmacist should focus on the patients and their feelings; (2) the difficulty in counseling patients when there is much behind-the-counter work; (3) the expectations of the patients; and (4) the degree of empathy for patients and the type of communication. (One table of data is included; 59 references and 1 appendix containing a descending array of z-scores with item descriptions are attached.) (KEH)

DOCUMENT RESUME

ED 319 078 CS 507 152

Bragg, Sharon Bebout

The Interviewer as Critic: Distortion of the Voice in the Collection of Oral Narratives.

PUB DATE- Nov 89
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Field Interviews; Interpersonal Communication; *Oral History; *Personal Narratives; *Rhetorical Criticism; Speech Communication
IDENTIFIERS- *Interviewer Effects; *Narratology; Voice (Rhetoric)

While oral narratives have received much attention in recent years as texts for performance, the literature is weakest at the very base of the narrative script, the interview. The shaping of the narrative, which can include distortion and alteration, begins during the course of the interview. Excerpts from interviews with coal miners illustrate how apt is the metaphor of the interviewer as critic. Interviews can be altered by seeking clarification, by changing the subject, by directing an interview performance (by which the interviewer puts him/herself in an imaginary situation and asks questions about it), and by reacting in a positive or neutral way to the interviewee. Those conducting interviews must be sensitive to how even their physical characteristics (such as gender) and social backgrounds can influence interviewees. (SG)

ED 319 079 CS 507 153

Holmlund, Carin

The Foundations of Communication: A Theoretical Approach to Imitation, Intermodality and Suggestion in the Child's Early Communicative Actions. Research Bulletin, Vol. XII:III.
Stockholm Univ. (Sweden). Inst. of Education.
PUB DATE- 86
NOTE- 36p.; Photographs, p.12-13, will reproduce poorly.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Biological Influences; Biomedicine; *Communication (Thought Transfer); Communication Research; Developmental Stages; Foreign Countries; Identification (Psychology); *Imitation; *Infant Behavior; Infants; *Kinesthetic Perception; Models; *Observational Learning
IDENTIFIERS- *Communication Behavior; Communication Patterns; Sweden (Stockholm)

A newborn child can identify impressions by means of the sense organs with the help of "non-visible" sensory impressions such as tactile and kinesthetic. A communication arises early between different modalities and muscle activities, which make possible an early synchronization, and identity between the infant and its surroundings. Studies indicate that the infant is entirely dominated by sensory impressions through reciprocal coordination and muscular process. For development to occur, the infant's effort must be directed toward separating and identifying differing impressions and activities. Other research suggests that newborns can identify and imitate the movement of points of light on moving models. Imitation has been demonstrated in children less than 1 hour old, suggesting to some researchers that imitation and intermodality are congenital abilities. Furthermore, imitation can come to be anticipatory, in that imitation begins before the model has begun to conduct its model action. In this phase, the infant learns to recognize the situation in which the imitated model is acting and to produce the imitated action without a preceding model. Imitation has an impact on the infant's communicative development. (Seven figures and two tables of data are included; 33 references are attached.) (SG)

ED 319 080 CS 507 154

Markham, Reed
Teaching Your Child through Effective Communication.

PUB DATE- 90
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Rearing; *Educational Psychology; *Interpersonal Communication; *Parent Child Relationship; Parenting Skills; *Parents as Teachers; Self Concept
IDENTIFIERS- Communication Behavior; Family Communication; *Quality Time

Parents who spend time with their children have the greatest impact on their children's educational development. According to one survey, the average parent spends only a few minutes a day with his or her child. Active listening and verbal feedback by a parent can increase a child's self-confidence. Offering the child problem-solving opportunities and praising the child's suggestions also increase his or her feelings of self-worth. Education specialists suggest that by honoring children, discussing their daily activities, and focusing on the positive aspects of the things that they do, parents can help make their children better communicators and learners. (SG)

ED 319 081 CS 507 155

Dudczak, Craig A.; Day, Donald L.

A Profile of CEDA Debate Critics.

PUB DATE- Aug 89
NOTE- 36p.; Paper presented at the Annual Conference on Argumentation (Alta, UT, August 1989). For the second part of this study, see ED 318 071.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Communication Research; Correlation; *Debate; Debate Format; Evaluation Criteria; Higher Education; *Judges; Profiles; Questionnaires; Speech Communication
IDENTIFIERS- Critics; Cross Examination Debate Association; *Debate Tournaments

A study was conducted to develop a taxonomy of decision criteria employed by Cross Examination Debate Association (CEDA) debate critics. Four hypothesis characteristics were tested: (1) audience-centered critics would have a higher proportion of presentational remarks than analytic-centered critics; (2) audience-centered critics would devote a higher proportion of their ballots to critique than analytic-centered counterparts; (3) elimination round ballots for all critics would contain a higher proportion of decision criteria to critique than preliminary round ballots; and (4) elimination round ballots would have a higher proportion of substantive elements than preliminary round ballots. Subjects were 13 debate critics who had judged intercollegiate debate for fewer than 6 years. The study integrated structured data (questionnaires and template portions of debate ballots) with unstructured data (written portions of debate ballots and judging philosophies). Results of correlational analysis found only two instances of professed preference from the questionnaire corresponding with actual preferences and indicated that several clusters of ballot behavior were indicated by different paradigms. Results showed that philosophy statements were better predictors of both ballot behavior and survey responses than questionnaire responses. Support was not found for hypotheses one and two. Support was obtained for hypotheses three and four, indicating that critics reduce the amount of critique devoted to their written ballots in elimination rounds compared with the amount devoted in preliminary rounds. (Eight tables of data are included. Appendixes include the judging criteria questionnaire, coding categories for ballot comments, and judge philosophy coding categories. Twelve references are attached.) (MG)

ED 319 082 CS 507 156

Deering, Paul D.; Meloth, Michael S.
An Analysis of the Content and Form of Students' Verbal Interactions in Cooperative Groups.
PUB DATE- Mar 90
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 15-21, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Communication Research; *Cooperative Learning; Elementary Education; Grade 3; Grade 4; Grade 6; *Group Discussion; *Group Dynamics; *Interaction; Reading Instruction; *Verbal Communication

IDENTIFIERS- Collaborative Learning

A study examined the content and form of third-, fourth-, and sixth-grade students' verbal interactions while working in cooperative groups. Teachers were asked to conduct cooperative-learning reading lessons during the observation time. A total of 32 observations of students' cooperative group work were conducted in six classrooms during regular whole-language literacy instruction. Content of students' verbal interactions was examined in terms of four general categories: procedural, academic, individualistic, and social/emotional. The form of students' discussions was examined in terms of the length of their utterances. Form was examined to describe the structure of the various types of verbal interaction content, and also to ascertain the extent to which students' utterances facilitated or hampered discussion of high-level academic content. Grade level and teacher effects were examined for both content and form. Analysis revealed that much of the students' group discussion could be characterized as on-task and non-negative in tone. Results indicated high amounts of procedural and academic talk and relatively low amounts of individualistic and social/emotional talk. The greater mean lengths of academic low-level and high-level utterances suggest that these two categories of discussion content are distinct from most or all other types of utterances. (Four figures and seven tables of data are included. Twenty-six references are attached.) (Author/MG)

ED 319 083 CS 507 157

Deering, Paul D.
An Ethnographic Approach for Examining Participants' Construction of
a Cooperative Learning Classroom Culture.
PUB DATE- Oct 89
NOTE- 38p.; Paper presented at the Annual Meeting of the American
Anthropological Association (Washington, DC, October 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports -
Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; Classroom Research; *Cooperative
Learning; Cultural Context; *Educational Anthropology;
*Ethnography; Grade 4; Group Dynamics; *Intergroup Relations;
Intermediate Grades; *Models; *Research Methodology; Teaching
Methods; Teamwork

IDENTIFIERS- Collaborative Learning

This paper proposes examining cooperative learning from an anthropological perspective and presents a theoretical framework for doing so. The paper first briefly reviews the psychological theory and research underlying cooperative learning. The paper uses data from a pilot ethnographic study of cooperative learning in a fourth-grade classroom to illustrate the power of an anthropological perspective and the theoretical framework, a framework that will be used to guide a future full-scale ethnographic study of cooperative learning. The paper argues that by conceiving of cooperative learning as a complex classroom cultural system rather than as a predictable instructional approach, room is allowed to examine participants' construction of this cultural system. (Thirty-seven references are attached.) (MG)

ED 319 084 CS 507 158

Olson, Scott R.
Reading Meta-Television: A New Model for Reader-Response Criticism.
PUB DATE- 31 Oct 89
NOTE- 25p.; Paper presented at the Annual Meeting of the International Communication Association (40th, Dublin, Ireland, June 24-29, 1990). Tables are in small print and may not reproduce legibly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Analysis; *Critical Viewing; Mass Media Role; *Models; *Popular Culture; Programing (Broadcast); *Reader Response; Receptive Language; Symbolism; Television Research; *Television Viewing
IDENTIFIERS- Intertextuality; Metatelevision; *Television Criticism

Many current models of television viewing regard viewers either as passive receptors, active participants, or addled dupes. A study proposed a more flexible model for television viewing research. The study used the television program "St. Elsewhere," an example of "meta-television" (television programming which contains hidden references to song lyrics, movies, television, and other elements of popular culture). Thirty-seven subjects were given a questionnaire which asked about television viewing habits, familiarity with "St. Elsewhere" and other programs, and attitudes toward television viewing. Respondents then watched "St. Elsewhere's" final episode, "The Fat Lady Sings," which was full of hidden references. While 72% of respondents reported liking the show and 69% disagreed with the assertion that "this show confused me," many were unaware of the hidden references. Each viewer perceived the show somewhat differently, in a process of reception that was found to be difficult, even impossible, to articulate. Further methodological testing of the "reception theory" hypothesis is required, including larger samples and more accurately cross-referenced data on television viewing patterns, personal habits, and the kinds of responses they elicit. (Five tables of data are included; 18 references are attached.) (SG)

ED 319 085   CS 507 161

Curtis, Dan B.; Hansen, Tricia L.
Humor in the Workplace: A Communication Tool. An Annotated Bibliography.
Speech Communication Association, Annandale, Va.
PUB DATE- Apr 90
NOTE- 5p.
AVAILABLE FROM- Speech Communication Association, 5105 Backlick Rd., Building E, Annandale, VA 22003 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Communication Research; Communication Skills; Groups; *Humor; Intergroup Relations; *Interpersonal Communication; *Organizational Climate; Organizational Communication; Rapport; Social Behavior; Social Cognition
IDENTIFIERS- Management Practices; Message Transmission; Small Group Communication

The 47 references, dating mostly from 1976 to 1990, in this annotated bibliography provide information about the effect of humor in written and spoken messages and its role in interpersonal relationships, especially within the context of small groups and organizational environments. The materials in the bibliography are cited according to academic sources, popular and trade sources, and books. (KEH)

ED 319 086 CS 507 162

Gray, Philip A.
Assessment of Basic Oral Communication Skills. A Selected, Annotated Bibliography. Second Edition.
Speech Communication Association, Annandale, Va.
PUB DATE- Apr 90
NOTE- 5p.; For the first edition, see ED 289 200.
AVAILABLE FROM- Speech Communication Association, 5105 Backlick Rd., Building E, Annandale, VA 22003 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Ability Identification; Annotated Bibliographies; Basic Skills; *Communication Skills; *Educational Assessment; Elementary Secondary Education; Higher Education; Interpersonal Communication; *Listening Skills; *Minimum Competency Testing; Skill Development; *Speech Skills; Student Evaluation

This annotated bibliography contains 44 references, dated from 1976 to 1989, intended for educators concerned with assessment of basic speaking and listening skills, with particular emphasis on minimal competency testing and basic skills improvement programs. The materials cited do the following: (1) assess broad assessment issues; (2) review a variety of test instruments; (3) report assessment practices throughout the states; and (4) focus specifically on the assessment of speaking, listening, and functional communication skills. (KEH)

ED 319 087 CS 507 163

Andresen, Earl Raymond

Two-Thousand Stations on Twenty Channels or a Partial Way To Solve Minority Programming.

PUB DATE- 7 Mar 90
NOTE- 12p.; Colored markings in figure 2 will not reproduce.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Cultural Activities; *Educational Radio; *Ethnic Groups; Information Services; *Minority Groups; Population Trends; *Programing (Broadcast); Social Distribution; Telecommunications
IDENTIFIERS- Broadcast Transmission Equipment; Federal Communications Commission; Narrowcasting (Communication); *Public Radio; *Radio Frequency Distribution System; Radio Operators

With the dramatic increase in minorities in certain parts of the United States and expected continued increases in the populations of these minorities, the need for radio communications directed at such communities is apparent. Twenty-thousand or more low-output radio stations could air programming on that portion of the FM radio band which the Federal Communications Commission (FCC) sets aside for noncommercial broadcasting. Funding would be the key concern for any new minority broadcasting operations, although some state and federal funding is available. Generally speaking, minority members tend to be in the lower income strata and generally cannot afford to finance a local noncommerical station. Ironically, these are the people that most need the radio stations to be made available for them. A 10-watt noncommercial station could cover about five miles in diameter. Such an output is enough to enable anyone within the area to pick up the signal with an FM receiver and to prevent other signals from penetrating the area. (Two figures are included.) (SG)

ED 319 088 CS 507 164

Corder, Lloyd E., Comp.

Flight to Success: A Collection of Lists Created for Today's Business World.

PUB DATE- 90
NOTE- 19p.; Developed by Duquesne University's Business and Professional Communication Class, Spring Semester 1990.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Body Language; *Business Communication; *Communication Skills; Conflict Resolution; Higher Education; *Interpersonal Communication; *Interpersonal Relationship; Stress Management
IDENTIFIERS- *Business Speech; Conversation; Duquesne University PA; Interpersonal Contact Initiation; *Interpersonal Influence Process; Networking

This guide suggests ways to improve communication skills for those individuals just starting out in the business world. The guide offers advice from an abundance of sources condensed into easy-to-follow lists on the subjects of: (1) dress tips for men and women; (2) introductions; (3) remembering people's names; (4) conversational techniques for business; (5) conversational topics to avoid; (6) using bodily language for personal advantage: (7) giving instructions; (8) diffusing conflict and maintaining good rapport; (9) coping with job tension; (10) appropriate behavior at meetings; (11) ensuring a raise; (12) setting up a network; (13) moving up by networking sideways; (14) establishing a contact base; (15) expanding a contact base; (16) obtaining and using referrals; and (17) following up on meetings. (SG)

ED 319 089 CS 507 165

Corder, Lloyd E., Comp.
Winning: A Post-Graduate Course in Succeeding in the Real World.
PUB DATE- 90
NOTE- 40p.; Project of Duquesne University's Business and Professional Communications Class, Summer 1990.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Business Communication; *Communication Skills; Emotional Experience; Higher Education; Individual Psychology; *Interpersonal Communication; *Personality Development; Prosocial Behavior; *Self Actualization
IDENTIFIERS- Duquesne University PA; *Mental Imagery; Peale (Norman Vincent); Positive Attitudes

Becoming successful through positive thinking can make a person a winner throughout life. Winners are specific and positive, are prepared, and accept personal responsibility for their actions. By mentally imaging a goal, an individual can gain the confidence necessary to accomplish that goal. An individual's life can be made easier by thinking of positive moments, even in difficult situations. It is important to avoid simple, innocent reasons for putting off completing necessary tasks. Face-to-face encounters can be dealt with successfully by (1) facing criticism head-on; (2) learning to achieve success in group settings; and (3) learning effective customer service relations. Positive speaking can promote better communication socially and in the workplace. (SG)

ED 319 090 CS 507 166

Carrell, Thomas D.
Contributions of Fundamental Frequency, Formant Spacing, and Glottal Waveform to Talker Identification. Research on Speech Perception. Technical Report No. 5.
Indiana Univ., Bloomington. Dept. of Psychology.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.
PUB DATE- 1 Aug 84
NOTE- 160p.; Ph.D. Dissertation, Indiana University.
GRANT- NS-12179-08
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- *Auditory Perception; Communication Research; Cues; Language Research; *Sex Differences; *Speech
IDENTIFIERS- *Speech Perception; Speech Research; *Talker Identity; Waveform Analysis

This study investigated the contributions of fundamental frequency, formant spacing, and glottal waveform to talker identification. The first two experiments focused on the effect of glottal waveform in the perception of talker identity. Subjects in the first experiment, 30 undergraduate students enrolled in an introductory psychology course, indicated whether stimuli were produced by a male or female. Results indicated that the crossover point of the identification function depended on whether the glottal waveform had been produced by a male or female talker. Subjects in the second experiment, 26 individuals chosen from a speech research laboratory's paid subject pool, were trained to identify a talker's gender. Results indicated that listeners could identify individual talkers on the basis of glottal waveform information alone. Experiments three (20 subjects) and four (13 subjects) assessed the relative contributions of glottal waveform, fundamental frequency, and formant spacing to the perception of talker identity. In both experiments, synthetic stimuli were constructed by copying the three cues of interest from tokens of words produced by natural talkers. Subjects were required to identify the talker. Results indicated that formant spacing and fundamental frequency were the primary sources of information in the speech waveform. Results also indicated that glottal waveform played only an indirect role in talker identification. (Thirty-seven figures and eight tables of data are included; 90 references, glottal waveforms, Fourier transforms of glottal waveforms, and one table of data are attached.) (RS)

ED 319 091 CS 507 167

Metallinos, Nikos
New Communication Media Technologies: Perceptual, Cognitive and Aesthetic Effects.
PUB DATE- May 90
NOTE- 17p.; Paper presented at the Annual Meeting of the Canadian Communication Association (Victoria, British Columbia, Canada, May 31-June 2, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Aesthetic Values; *Cognitive Processes; Communication (Thought Transfer); Mass Media Use; *Technological Advancement; *Television Research; *Television Viewing; *Video Equipment; Visual Stimuli
IDENTIFIERS- Interactive Television; Television Criticism; *Television Literacy

Visual communication media technologies, particularly television, hinder rather than enhance viewer perceptual processes, understanding, and aesthetic appreciation of visual messages transmitted by means of such technologies. Emerging technologies, including high-definition, interactive, and holographic television, will not necessarily improve or leave unaffected the perceptions of viewers. Research indicates that perceptual changes dictated by the new media are not easily adaptable by the average user. While the technologies mistakenly predetermine that most viewers' comprehension and interpretation of received messages will be the same, the notion is destructive for viewers and imposes serious obstacles in the development and acceptance of the field of study called visual communication media literacy. Psychological evidence suggests that the significant factors of time of exposure and familiarity of visual stimuli are not taken seriously by the developers of new visual technologies. Teachers and researchers of the visual communication media should (1) help the industry develop technologies as academic disciplines and art forms; (2) increase efforts to alert others to technology's penchant for profit; and (3) work to enhance visual media literacy by research in perception, cognition, and aesthetics. (Thirty references are attached.) (SG)

ED 319 092 CS 507 169

Rendahl, Stephen E.
Practicing What We Preach: Using Organizational Theory To Teach Organizational Communication.
PUB DATE- 86
NOTE- 21p.; Revised version of a paper presented at the Annual Meeting of the North Dakota Speech and Theatre Association (Bismarck, ND, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Instructional Effectiveness; *Leadership; *Models; *Organizational Communication; Organizational Theories; *Student Centered Curriculum; Teacher Student Relationship; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- Communication Competencies; *Hersey Blanchard Situational Leadership Model

Teachers often call upon students to think independently, but may focus on student abilities at the expense of student willingness. The "situational leadership" model of management can successfully develop student independence in organizational communication courses. P. Hersey and K. H. Blanchard, who developed the model, call this independence "maturity," a goal of management. Situational leadership organizes common methods of teaching college courses in organizational communication into a coherent, theory-based pedagogy. At the beginning of the course, the teacher chooses and the teacher explains, while by the end of the course (after four stages) the student chooses and the student explains. Use of the situational leadership model in organizational communication courses not only teaches students about the model, but demonstrates it at the same time. (SG)

DOCUMENT RESUME

EA

ED 319 093 EA 021 133

-*Clark, Jill; And Others*
Wisconsin's Educational Reform: Patterns of Adoption.

PUB DATE- Apr 89
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adoption (Ideas); *Educational Change; Elementary Secondary Education; Innovation; *Minimum Competency Testing; School District Autonomy; School Districts; State Legislation; *State Programs; *State School District Relationship; Superintendents
IDENTIFIERS- *Wisconsin

Wisconsin has a local options competency-testing policy for public schools: participating districts receive state assistance, but are subject to regulations on test development and use. This paper examines influences on school district program adoption, focusing on local support for any testing program and superintendents' attitudes toward state mandates. School district participation is a policy innovation; local support, an adopter characteristic; and state program incentives and disincentives, innovation attributes. The purposes of the study are to: (1) clarify the importance of incentives and disincentives for adopters and nonadopters of a competency based testing (CBT) policy; (2) examine the relationship between local support and participation in the state CBT program; and (3) investigate the relationship between local support and state incentives and disincentives. Findings, based on a 1984 survey of school district superintendents, show that local districts sharing the state's goal of competency assessment are more likely to enroll in the state-sponsored CBT policy. Early adopters demonstrate greater local support and less negative attitudes toward state regulation, and districts characterized as likely future adopters show stronger local support and more positive attitudes toward state services. Adopter characteristics and innovation attributes must therefore be studied together. The local control issue may delay initial participation, but state assistance encourages later adoption. Tables are included that demonstrate the relationship among local support, legislative provisions, and differences between adopters and nonadopters. (LMI)

ED 319 094 EA 021 315

Weston, Susan Perkins; And Others
Making Sense of School Budgets: A Citizen's Guide to Local Public Education Spending.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- PIP-89-831
PUB DATE- Aug 89
NOTE- 53p.
AVAILABLE FROM- Superintendent of Documents, Government Printing Office, Washington, DC 20402-9325 (Stock No. 065-000-00382-1; $1.75 domestic; add 25¢ on international orders; verify price on orders placed after March 1990).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Budgets; *Citizen Participation; Community Involvement; *Educational Change; *Educational Finance; Elementary Secondary Education; Financial Audits; Government Publications; Public Schools; *School Budget Elections; *School District Spending; School Support; State School District Relationship

Citizens need to understand and control how their money is used in local public schools. District publications and records probably contain the answers to many of the questions concerning local education spending. This booklet was designed to unravel the mysteries surrounding budget proposals and increased spending. Accordingly, part 1 explains the data available in most school budget statements, and part 2 identifies ways to locate information those statements may not provide. For some citizens, a careful review of the existing budget may put any concerns to rest. Others will conclude that reform is in order, and part 3 suggests some steps that will help them carry out those reforms. Appended is a glossary. (SI)

ED 319 095   EA 021 428

Zachariah, Mathew
Dilemmas of a Successful People's Education Movement in India.
PUB DATE- Mar 89
NOTE- 58p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Cambridge, MA, March 31-April 2, 1989). Contains scattered broken type; chart on p.24 and map on p.53 will not reproduce legibly.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developing Nations; Economically Disadvantaged; *Educational Development; Elementary Secondary Education; Foreign Countries; Marxian Analysis; *Politics of Education; Science Education; *Self Determination; Social Action; Social Change
IDENTIFIERS- *India

Government policies of developing nations to stimulate economic development do not necessarily improve the living conditions of their citizens, most of whom are economically poor and politically powerless. A major criticism of attempts by most Western and national governments to promote development is that they serve only the elite. This study of the Kerala Sastra Sahitya Parishad (KSSP) discusses the limitations and potential of a popular education movement in India. The KSSP, which translates into "Kerala Science Literature Society," was begun in 1962 to make scientific knowledge available to the people in the language of the state. Growth in membership has been accompanied by an increasing involvement with left-wing political activists. Dilemmas facing the KSSP are conflicts between Marxist and middle-class leadership over definition of "the people" and "science" and the relationship of science to religion and to the state. Lessons that can be learned from the KSSP movement demonstrate: the importance of an independent, sufficient financial base; leadership dedication to original objectives; a large "critical mass" of volunteers; less organizational hierarchy; recruitment of the elite; alliance with other organizations; and utilization of the arts as information disseminators. Despite its problems, the KSSP provides an innovative, indigenous model for mass educational reform. (LMI)

ED 319 096 EA 021 684

Short, Paula M.; Greer, John T.

Increasing Teacher Autonomy through Shared Governance: Effects on Policy Making and Student Outcomes.

PUB DATE- Mar 89

NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Elementary Secondary Education; Governance; *Participative Decision Making; *Professional Autonomy; School District Autonomy; *School Restructuring; *Student Participation; Teacher Participation; Teamwork

Shared governance empowers teachers to increase their autonomy and contributes to their role in determining school policy and influencing student outcomes. This paper, exploratory in nature, describes the policy impact of shared governance in nine autonomous schools where the participants at each site have provided some insight into policy issues. It also focuses on the "Empowerment Project," a 3-year effort in nine school districts, nationwide, to empower professionals to empower students to become independent learners; to assist central office administrators and board of education members in establishing autonomous schools in which empowerment of staff members and students may take place; to help principals reconceptualize their roles from directors of their schools to developers of human potential; to aid teachers in decision-making and in taking decision-making responsibility; and to chronicle the empowerment process in each project school. If participative decision-making is to be successfully implemented, a wide range of policy changes will need to occur. These include a reframing of the traditional roles of administrators and teachers within a given building, the placement of decision-making authorities within the school building and district, and the involvement of school constituencies in all aspects of school life. (40 references) (JAM)

ED 319 097 EA 021 690

Turley, James; Brittingham, Barbara
Professional Development for Rhode Island School Administrators.
SPONS. AGENCY- Rhode Island Educational Leadership Academy, Cranston.
PUB DATE- Nov 88
NOTE- 53p.; Prepared for the LEAD Center Project; computer data analysis by Michael Cerullo.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Leadership; *Leadership Training; *Management Development; Principals; *Professional Development; Superintendents; Supervisory Training
IDENTIFIERS- *LEAD Project; *Rhode Island

This report presents the results of a survey of Rhode Island school administrators (n=523) and open-ended interviews of administrators (n=28) that would provide information for the design of leadership and staff development activities as part of Rhode Island's LEAD project--an attempt to improve the leadership capacity of school administrators. Superintendents, assistant superintendents, principals, and assistant principals composed the samples. The survey included, but was not limited to, the following variables: school district size, grade levels served, student socioeconomic status, the number of gifted students, the number of special education students, race of administrators, sex of administrators, and the highest degrees earned by administrators. Using a five-point scale to describe the degree of importance and challenge to the roles that superintendents, assistant superintendents, principals, and assistant principals play, tables 1, 2, 3, and 4 in appendix A present survey results. The data revealed that the degree of administrators' decision-making authority, intercommunication, and willingness to update their knowledge about educational issues may depend on, but is not limited to, establishing an orderly and peaceful school district climate and having high expectations for teachers and students. (JAM)

ED 319 098 EA 021 694

Property Taxation. National Education Association Search.
National Education Association, Washington, D.C. Research Div.
PUB DATE- 85
NOTE- 21p.; For related documents, see EA 021 695-697.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (members, Stock No. 3102-4-00, $2.50; nonmembers, Stock No. 3102-4-10, $6.95).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Assessed Valuation; *Educational Equity(Finance); Educational Finance; Elementary Secondary Education; *Finance Reform; *Property Taxes; *School Support; School Taxes; Tax Allocation; *Tax Rates

The first of a series on school finance and the role of the state/local community, this document examines recent trends and developments in property taxation. The setting for property taxation and the state and local share of tax revenues for financing education are discussed. Two charts illustrate: (1) school district property tax collections from 1966-67 to 1981-1982; and (2) the state and local revenue receipts for public schools between 1972-73 to 1983-84. Court decisions, tax limitations, and inflation are analyzed, and property taxation problems and property tax reform measures are examined. Attention is given to the challenges that school districts face as they look to state sources for funding in the wake of diminished support from property tax sources. Central to this report is the belief that the property tax offers fiscal stability to school support; local evidence, however, supports the finding that the state and local share of school finance must come from balanced and effective use of income, sales, and property taxes to avoid excessive reliance on the latter. This view coincides with the National Education Association's (NEA) position that the property tax burden should be more equitably shared among low-, middle-, and upper-income taxpayers. (JAM)

ED 319 099 EA 021 695

Personal Income Taxation. National Education Association Search.
National Education Association, Washington, D.C. Research Div.
PUB DATE- 87

NOTE- 30p.; For related documents, see EA 021 694-697.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Equity(Finance); Educational Finance; Elementary Secondary Education; *Finance Reform; *School Support; School Taxes; Tax Allocation; *Tax Rates
IDENTIFIERS- *Income Taxes; National Education Association

The second in a series on school finance, this report describes the principles of fair and adequate state and local income taxation. The political setting is discussed, and the nature of indiviudal income taxes is explained by examining which states tax income and what income they tax. Tables 2, 3, and 4 demonstrate the expanding school financing role of the states and individual income taxes as a percentage of total state taxes. The following issues and topics about taxing individual income are reviewed: principles of taxation; tax equity; constraints on tax rates; progressive taxation; inflation and indexing; the income tax as a social and economic policy tool; the lack of conformity among federal, state, ad local income taxes; and tax competition. Tables related to this material generally illustrate the responsiveness of state personal income taxes to changes in taxpayers' income elasticity--a factor that comments on the progressivity and the regressivity of the income tax and its potential for offering financial support to school districts. Several state practices are identified that tend to reduce its yield to the detriment of educational support. The potential for additional revenues are also discussed. The findings are that the income tax is and should continue to be an important source of school finance means and that the states must ensure that it is levied in a manner that facilitates equity and taxpayer compliance. (JAM)

ED 319 100 EA 021 696

General Sales Taxation. National Education Association Search.
National Education Association, Washington, D.C. Research Div.
PUB DATE- 87
NOTE- 23p.; For related documents, see EA 021 694-697.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Equity (Finance); Educational Finance; Elementary Secondary Education; *Finance Reform; *School Support; School Taxes; Tax Allocation; *Taxes; *Tax Rates
IDENTIFIERS- *Sales Taxes; *Tax Bases; Tax Equity

The third in a series on school finance, this report describes state sales tax practices that, when coupled with individual income and property taxes, add stability and diversity to the local tax system from which public education draws its support. Figures and tables illustrate: the percent of state and local government expenditures for selected state services; the state tax revenue as a percent of the total tax revenue by type of tax; state versus local school revenues as a percent of total revenues for the school years 1976-77 to 1986-87; the association between the state share of school revenue and the state-local sales tax share of state-local revenues; and general sales tax rates. A description is presented of the setting of general sales taxation, the state and local share of school support is discussed, and the conformance of the general sales tax to general taxation principles is described. Issues of sales taxation are discussed, including the idea of softening regressivity via exemptions or credits. Finally, findings and choices for education supporters are advanced, with the following overarching theme: General sales taxation is a very important revenue source for education because it is the single largest source of state own-source general revenue as well as the largest revenue-producing state tax. Furthermore, any expansion of the general sales tax means that the states would have to extend the old tax base and protect the new one. (JAM)

ED 319 101 EA 021 697

Understanding State School Finance Formulas. National Education Association Search.

National Education Association, Washington, D.C. Research Div.

PUB DATE- 87
NOTE- 27p.; For related documents, see EA 021 694-696.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Assessed Valuation; Educational Equity (Finance); Educational Finance; Elementary Secondary Education; *Finance Reform; *Property Taxes; *School Support; School Taxes; State Aid; *State School District Relationship; Tax Allocation; *Taxes
IDENTIFIERS- *Formula Funding; Tax Equity

The fourth report in a series on school finance describes how state school finance formulas are differentiated and the calculations used to measure local need, wealth, and effort. The following topics are addressed: (1) criteria for evaluating state school finance programs; (2) origins of state school aid formulas; (3) operation of equalization formulas; (4) variables affecting state aid programs; and (5) impact of court-ordered reform on school finance. Charts explain how minimum foundation programs and the formulas for calculating percentage equalization aid work and how guaranteed tax bases and guaranteed tax yields affect formula outcomes. The conclusion of this report suggests that any proposal for changing funding formulas must consider the dynamics of the state-school district relationship that may enhance or limit the equalizing of fiscal opportunities and fiscal outcomes. (JAM)

ED 319 102 EA 021 722

Burger, Michael; Stevenson-Burger, Lynn
Development of a Computer-Based Instructional Management System through School-University Collaboration.
PUB DATE- 89
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Computer Assisted Instruction; *Educational Technology; Elementary Secondary Education; Higher Education; *Management Information Systems; *Research Projects
IDENTIFIERS- Empowerment; *Partnerships in Education; *Texas A and M University

In 1984 the Learning Technology Center (LTC) at Texas A & M University negotiated agreements with three K-12 Texas public school districts to explore ways that computer technologies could be used to assist in managing instructional programs. The intent was to establish a field-based research environment in which information technologies for educators could be designed, developed, and tested. Since the agreements were negotiated before any design specifications existed, LTC could only share ideas concerning computers' assistance in alleviating paperwork associated with planning and evaluating instruction, empowering practitioners as decision makers, and tapping the power of leading edge technologies. In exchange for the center's provision of products and services resulting from the collaboration, the participating schools agreed to provide a setting in which a few key teachers and administrators could work with products as they were developed. The school sites also agreed to allow LTC personnel to conduct research on the development, implementation, and use of emergent products and services. The collaboration facilitated the development of a comprehensive instructional management system now being used at several schools. This paper discusses: (1) the activities characterizing the partners' relationship between 1984 and 1989; (2) project development programs; (3) collaboration results; and (4) recommendations for ensuring successful future collaborations. (Two references) (MLH)

ED 319 103 EA 021 732

Saxe, Richard W.
Report to Participants in School-Community Relations Survey.
PUB DATE- Dec 84
NOTE- 17p.; Paper presented to Toledo Area Superintendents Group (Toledo, OH, December 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Educational Assessment; Elementary Secondary Education; Mail Surveys; *Needs Assessment; Organizational Communication; *Principals; *School Community Relationship; School Surveys; *Superintendents; *Teacher Attitudes
IDENTIFIERS- *University of Toledo OH

A survey form distributed to 30 superintendents in the area nearby the University of Toledo consisted of eight items concerning the respondents' opinions about school-community relations. All of the items except one were open-ended. Included in the mailing to each of the superintendents were two additional survey forms to be sent to a principal to be selected by the superintendent. The principals were requested to fill out one form themselves and give the second to any teacher they chose. Responses were received from 14 superintendents, 11 principals, and 10 teachers. For the first question, "List some concepts or principles of school-community relations that you believe are sound and good guides to action," complete responses by groups are listed. The remaining questions concerned the following aspects of school-community relations: (1) helpful practices; (2) examples of good school-community relations; (3) examples of poor school-community relations; (4) bases for decisions; (5) problems; (6) source of knowledge; and (7) ranking on a 10-point scale of how the school-community feels about schools. Responses are listed by categories with a sample response to each. Eight tables illustrate the categories of response by group. (MLF)

ED 319 104 EA 021 734

Shreeve, William; And Others
Reflections of a Strike As Seen through the Eyes of Superintendents.
PUB DATE- 90
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Boards of Education; Elementary Secondary Education; Labor Demands; *Principals; School Community Relationship; School Districts; School Personnel; Strikes; Student Attrition; *Superintendents; Teachers; *Teacher Strikes

To examine the perceptions of superintendents regarding the issues involved in teacher strikes and how they see strikes affecting principals, students, school boards, and themselves, a list of the districts throughout the United States that had experienced a strike during the years 1984 through 1987 was obtained from the Government Employee Relations Report. Questionnaires were sent to 135 superintendents of these school districts; the response rate was 42.2 percent. The superintendents perceived that the principals, who should be the key leaders in the school system, were put in the position of upholding policies that they did not formulate and mending fences with the teachers who struck over those very policies. The same policies and ways of operating that helped precipitate the strikes remained unchanged in the majority of districts after the strikes. Superintendents, who helped formulate the policies and ways of operating in the districts were overwhelmingly unaffected by the strikes and remained in their positions after the strikes. Teachers were perceived as striking primarily over monetary issues, perhaps due to the collective bargaining processes in place. Yet district policies and operating procedures may well be the actual--but hidden--issues in strikes and perhaps it is the state laws, governing schools and issues that can be bargained that hide the real problem areas as teachers preceive them. These results indicate that the role superintendents play in a district needs reevaluation. (KM)

ED 319 105 EA 021 741

Educational Excellence Act of 1989. Hearing on S. 695 To Promote Excellence in American Education by Recognizing and Rewarding Schools, Teachers, and Students for Their Outstanding Achievements, Enhancing Parental Choice, Encouraging the Study of Science, Mathematics, and Engineering, and for Other Purposes, before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United States Senate, One Hundred First Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Subcommittee on Education, Arts and Humanities.

REPORT NO.- Senate-Hrg-101-372
PUB DATE- 13 Jun 89
NOTE- 341p.; Some pages contain small print.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Achievement; *Academic Standards; *Educational Change; Educational Improvement; Educational Needs; Educational Objectives; Educational Quality; Elementary Secondary Education; Equal Education; *Excellence in Education; Federal Legislation; Hearings; Higher Education; Instructional Effectiveness; Outcomes of Education; *School Restructuring
IDENTIFIERS- Congress 101st; Proposed Legislation

The proceedings are presented of the hearing before the Congressional Subcommittee on Education, Arts and the Humanities of the Committee on Labor and Human Resources. They reveal both the strengths and limitations of the proposed Educational Excellence Act of 1989. The proposed act would promote excellence in American education by: recognizing and rewarding schools, teachers, and students for their outstanding achievements; enhancing parental choice; encouraging the study of science, mathematics, and engineering; and exploring the possibility of other means. Contents include policy statements, proceeding transcripts, letters, sample pamphlets, charts, tables, figures, and graphs prepared by subcommittee and committee members. Also presented is the testimony of professional educational organizational leaders; federal, state, and local government agency officers; secondary and postsecondary school board members and executive staff; and civic and business leaders, all of whom are either advocates and opponents of the act. (JAM)

ED 319 106 EA 021 742

Hearing on GAO Report on OSERS' Management. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives. One Hundred First Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 7 Sep 89

NOTE- 124p.; Serial No. 101-47.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Administrative Organization; Administrative Policy; *Cost Effectiveness; Disabilities; Federal Government; Hearings; Organizational Effectiveness; Program Effectiveness; Public Agencies; *Quality Control; Rehabilitation; *Rehabilitation Programs; Special Education; *Vocational Rehabilitation; Vocational Training Centers

IDENTIFIERS- *Office of Spec Educ Rehabilitative Services

The proceedings of the hearing on the General Accounting Office's (GAO) report on the Office of Special Education and Rehabilitative Services (OSER) management include an opening policy statement by Major R. Owens, chairman of the Subcommittee on Select Education, and the expert testimony of two witnesses: William Gainer, the director of education and employment issues of the Human Resources Division of the GAO; and Dr. Robert Davila, the Assistant Secretary of OSER, in the Department of Education. Underscoring witness testimony is the issue of whether the Federal Government's agency responsible for oversight of OSER and the administration of human resources programs involving the expenditure of $3.7 billion for people with disabilities will be effectively managed and the maximum use of these dollars obtained. Prepared statements, letters, hearing transcripts, and supplemental materials such as charts, figures, and graphs accompany the testimony and comprise the bulk of this report. (JAM)

DOCUMENT RESUME

ED 319 107 EA 021 750

Baltzell, D. Catherine; Dentler, Robert A.

School Principal Selection Practices: Five Case Studies.

Abt Associates, Inc., Cambridge, Mass.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 31 Jan 83
NOTE- 168p.; Some attached exhibits contain small print. For the reports supplemented by this document, see ED 236 811 and ED 238 206.
CONTRACT- 400-800-0017
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Evaluation; *Administrator Selection; Assessment Centers (Personnel); *Board of Education Policy; Case Studies; Educational Improvement; Elementary Secondary Education; Equal Opportunities (Jobs); Internship Programs; Leadership Qualities; *Principals; Public Schools; Research and Development; *School Districts; Theory Practice Relationship

The National Institute of Education (NIE) initiated this first national study of the means by which school districts actually choose principals. NIE specified two main research goals for this study: (1) describe and characterize common practices in principal selection; and (2) describe and characterize promising alternatives for the improvement of common practice. This volume of case studies of promising alternatives for improvement is intended to serve as a supplement and companion to the more general reports that resulted from the initiative. These five case studies are based on interviews with 25 to 30 respondents in each school district studied, including central district administrators, principals, assistant principals, and school board members. The first chapter presents a brief overview of the study design and major research findings, along with some suggestions for using the case studies and discussion of questions for future study. Chapters 2 and 3 report on improved practices in Broward County and Hillsborough County, both in Florida. Chapters 4 and 5 describe administrative internship programs in Hayward, California, and Montgomery County, Maryland. Chapter 6 describes the National Association of Secondary

School Principals' (NASSP) Assessment Center in Howard County, Maryland. (MLF)

ED 319 108 EA 021 752

Cross, Christopher T.
Selected Speeches, Addresses, Remarks, and Testimony of the Assistant Secretary of Education for Educational Research and Improvement, October 23-December 11, 1989.
Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 89
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Cooperation; Alternative Teacher Certification; *Educational Assessment; Educational Improvement; *Educational Needs; Educational Quality; *Educational Trends; Elementary Secondary Education; Federal Aid; *Futures (of Society); Government Publications; *Government School Relationship; Health Education; Hearings; Higher Education; Mathematics Education; *Research and Development; Research Needs; School Statistics; Science Education; Substance Abuse; Theory Practice Relationship; Validated Programs
IDENTIFIERS- Educational Indicators

This document consists of 10 separate speeches, addresses, remarks, or testimony made by the Assistant Secretary of Education for Educational Research and Improvement during the period from October 23 to December 11, 1989. The addresses are arranged chronologically as follows: (1) Testimony, Senate Subcommittee on Governmental Information and Regulation, Governmental Affairs Committee (October 23, 1989); (2) Acceptance Speech (October 25, 1989); (3) ERIC Directors Meeting (October 27, 1989); (4) Testimony, House Committee on Science, Space, and Technology (October 31, 1989); (5) "Building Partnerships for Excellence in Mathematics and Science Education in the 1990s": The First National Conference on the Dwight D. Eisenhower Mathematics and Science Education Improvement Program (November 1-3, 1989); (6) LEAD Directors--National LEADership Network Annual Meeting (November 13, 1989); (7) The Second National Forum on Substance Abuse Issues in Higher Education (November 15-17, 1989); (8) "The Mission of the Special Study Panel on Education Indicators as Viewed by the Office of Educational Resarch and Improvement" (November 16, 1989); (9) Alternate

Certification Meeting (December 5, 1989); and (10) The First National Conference on Comprehensive School Health Education (FIE, in FIRST) (December 11, 1989). (MLF)

ED 319 109 EA 021 754

Employee Participation Programs: Considerations for the School Site.
Studies in Collective Bargaining.

National Education Association, Washington, D.C. Research Div.

PUB DATE- Feb 88
NOTE- 39p.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Organization; Decision Making; Elementary Secondary Education; Employer Employee Relationship; Organizational Development; *Participative Decision Making; School Administration; *School Based Management; *Teacher Participation; Teamwork

Site-based decisionmaking programs offer important opportunities for school systems; however, the risks involved are significant and the decision to embrace the concept at the local level is a highly complex one. With site-based decisionmaking programs, teachers are directly involved in making decisions that affect the whole school, not merely their individual classrooms. Thinking in both the private sector and in the education community suggests that organizational effectiveness is enhanced when employees responsible for implementing decisions are given some measure of authority in their creation. This publication examines: (1) the history of employee participation programs in America; (2) the use of site-based decisionmaking programs in public education; (3) the potential advantages and disadvantages of employee decisionmaking participation programs for local school districts; (4) the relationship of site-based decisionmaking programs to the collective bargaining process; (5) the legality of site-based employee participation programs; and (6) practical suggestions for deciding when to introduce site-based decisionmaking programs and how to structure them. Also provided are examples of employee participation programs in education from Denver, Seattle, Fairfax County (Virginia), Florida, Iowa, and Indiana. (61 references) (KM)

ED 319 110 EA 021 759

Bagenstos, Naida Tushnet
Minorities and Women in Educational Administration.
Southeastern Educational Improvement Lab., Research Triangle Park, NC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- SEIL-08-002
PUB DATE- 87
NOTE- 17p.
CONTRACT- 400-86-0007
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrator Characteristics; *Educational Administration; Elementary Secondary Education; Employment Practices; *Equal Opportunities (Jobs); Ethnic Distribution; Faculty Integration; *Minority Groups; Minority Group Teachers; Racial Balance; *Racial Composition; Racial Integration; Salary Wage Differentials; *Sex Fairness; *Women Faculty

Both minorities and women are underrepresented in school administration when compared to either the number of minority and women educators or to the number of minority and female students. In 1978, 8.1 percent of public school administrative positions were occupied by minority men but only 3.4 percent were occupied by minority women. Blacks are the predominant minority group represented in administration. While minority women administrators, like white female administrators, are largely concentrated in positions as consultants and supervisors of instruction, minority men are highly represented among assistant principals, comprising one of every seven assistant principalships. The difference is important because assistant principals and athletic directors are most likely to move upward within administration while consultants and instructional supervisors are seldom in the career advancement path in administration. Compared to their male colleagues, women administrators: (1) attain the principalship at an older age than do male principals; (2) teach longer than do men before entering administration; (3) are more likely than men to continue graduate education part-time while serving as principals; and (4) earn less than men. Appended are strategies for increasing women's access to administrative positions. (14 references) (KM)

ED 319 111 EA 021 780

Leadership for AIDS Education. Keys to School Boardsmanship. A Program of Continuing Education for School Board Members.

National School Boards Association, Alexandria, VA.

SPONS. AGENCY- Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.

PUB DATE- 89

NOTE- 433p.; Support for the manual provided by cooperative agreement No. U62/CCU302799-01.

LANGUAGE- English

EDRS Price - MF01/PC18 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Board of Education Role; *Boards of Education; Communicable Diseases; Disease Control; Educational Innovation; Elementary Secondary Education; *Health Education; Health Promotion; Hygiene; *Prevention; Workshops

IDENTIFIERS- *Virginia

Human Immunodeficiency Virus (HIV) is a serious health problem in the United States and in the world. To date, there is no vaccine to protect people from HIV infection, nor is there a cure for those who are infected and are facing the consequences of this life-threatening disease. But infection with HIV can be prevented if people know and avoid the specific behaviors that put them at risk; therefore, education is the most effective weapon we have to combat this deadly virus. This manual was completed by the National School Boards Association for the Program on School Health Education To Prevent the Spread of HIV. Designed to assist workshop leaders in preparing and presenting workshops for school board members on developing and implementing HIV education programs for youth, it provides activities and resources that will: (1) clarify for board members the role and responsibility of schools in providing HIV education; and (2) help board members gain skills for managing controversy surrounding HIV youth education. The seven sections comprising this document feature an introduction; detail the steps of planning, presenting, and evaluating the workshop; list resources; and provide a participant notebook and transparencies. In May 1988, the workshop curriculum was field-tested with a group of school board members with cooperation from the Virginia School Boards Association. The curriculum was refined based on that experience and on evaluation by a sample of

state boards associations staff. (KM)

ED 319 112 EA 021 784

Family Support: Education and Involvement. A Guide for State Action.

Council of Chief State School Officers, Washington, D.C.
PUB DATE- Nov 89
NOTE- 71p.
AVAILABLE FROM- Publication Sales, Council of Chief State School Officers, 379 Hall of the States, 400 North Capitol Street, N.W., Washington, DC 20001-1511 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; Childhood Needs; *Community Involvement; Disadvantaged; Elementary Secondary Education; *Family Programs; Government Role; *Poverty; *School Responsibility; *Social Services
IDENTIFIERS- *Council of Chief State School Officers

At a time when many families across all income levels are experiencing greater stress and when child poverty is at record levels, the school cannot function as an isolated institution. Instead, public education has been thrust into the more responsible position of helping young needy families achieve self-sufficiency. There is a pressing need for a comprehensive child and family policy that directs and mobilizes all family-serving systems to cut across organizational arrangements and provide services for families. This document links three diverse concepts (family support, family education, and family involvement with schools) and focuses them in an image of schools helping families helping schools to form unbroken support and assistance to children. The first section outlines principles and recommendations for developing comprehensive family support, education, and involvement systems. The second section discusses a framework of family programs, illustrating how state efforts to support, educate, and involve families reinforce school improvement goals and help to achieve success for all students. The third section summarizes state activities supporting families and schools. Three appendices further catalog state efforts, describe relevant federal programs, and list resource organizations and addresses. (38 references) (MLH)

ED 319 113 EA 021 786

McDonald, Jean G.

Pension Portability for Educators: A Plan for the Future.

National Governors' Association, Washington, DC. Center for Policy Research.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
REPORT NO.- ISBN-1-55877-025-9
PUB DATE- 88
NOTE- 50p.
AVAILABLE FROM- Publications, National Governors' Association, 444 North Capitol Street, Washington, DC 20001-1572 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Labor Turnover; Occupational Mobility; *Personnel Policy; *Retirement; *Retirement Benefits
IDENTIFIERS- *Pension Portability

School systems must be able to attract high quality teachers and, if necessary, to attract them across state boundaries. Pension portability, which allows workers to change jobs and retirement systems without losing retirement benefits, is essential to accommodate an increasingly mobile work force. This paper reviews the National Governors' Association's involvement in the issue of pension portability; provides background information, including data on teacher mobility; discusses the characteristics of teacher pensions in the 50 states; and describes options to improve teacher mobility, such as the Canadian Reciprocity Agreement (CRA). Appendices provide data on the characteristics of state retirement systems, a comparison by state of retirement service credit option purchases and stipulations, a set of tables showing projected transfers based on the CRA, and sample portions of the CRA. (LMI)

ED 319 114 EA 021 788

Forsyth, Patrick B.
NCPEA--UCEA: Converging Missions.
PUB DATE- Aug 89

NOTE- 11p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Tuscaloosa, AL, August 13-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Education; *Cooperation; *Educational Administration; *Educational Change; Elementary Secondary Education; Higher Education; *Professional Associations; *Schools of Education
IDENTIFIERS- *National Conference Professors Educ Administration; *University Council for Educational Administration

Despite sharing a common history and purpose, the National Conference for Professors of Educational Administration (NCPEA) and the University Council for Educational Administration (UCEA) have operated in different ways. Whereas NCPEA's approach was always egalitarian and tied to a policy of individual membership, UCEA was organized more formally and followed a more restricted institutional membership policy. Although both approaches have merit and are complementary, the two associations have grown apart over the years. There are two causes for the bad feelings between the organizations: (1) disagreement over research/theory emphases; and (2) loss of mission, accompanied by financial difficulties and declining membership. Without a mission, the two associations were in no position to provide leadership and leverage against the inherent weaknesses of the colleges and universities housing them. At one extreme, some educational programs became "cash cows" devoid of academic standards. In other instances, slavish imitation of arts and sciences approaches made the educational administration program irrelevant to the practice of managing schools. In response to recent national directives to improve administrator preparation programs, the NCPEA and the UCEA could collaborate to bring about reform. A modest reform agenda is proposed to establish voluntary standards for recruiting and screening preservice candidates; reestablish full-time study as the norm; and commit to establishing full-time faculty consisting of both scholars and recently experienced clinical professors. (Five references) (MLH)

ED 319 115 EA 021 792

Beach, Robert H.
Basic Project Management Methodologies for Survey Researchers.

PUB DATE- Aug 88
NOTE- 29p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Kalamazoo, MI, August 1988). Contains occasional faint type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Computer Uses in Education; Elementary Secondary Education; *Microcomputers; *Research Methodology; *Social Science Research; *Surveys
IDENTIFIERS- *Project Management

To be effective, project management requires a heavy dependence on the document, list, and computational capability of a computerized environment. Now that microcomputers are readily available, only the rediscovery of classic project management methodology is required for improved resource allocation in small research projects. This paper provides an overview of project management, its associated tools, and the key literature in the field. The term "project" refers to the organization doing the work, dedicated to completing a single task within a specific time frame. The overall project task is differentiated from a routine task by virtue of its: (1) requiring an unusually rapid completion time; (2) meeting very tight cost constraints; and (3) need to dispel considerable initial uncertainty among project personnel regarding completion methods. These three criteria underline the project's finite nature and emphasize the exaggerated concern for maintaining schedules and costs. Accompanied by numerous illustrations, project management concepts such as preplanning, project control, work breakdown structure, graphic management procedures, and project scheduling are thoroughly discussed. Because certain evaluation tools can assume a reality of their own, management intervention may be needed to complete tasks on schedule. The justification for using project management tools may be found in improved grant management. (11 references) (MLH)

ED 319 116 EA 021 798

Cuadra, Ernesto; Crouch, Luis
Indicators of Student Flow Rates in Honduras: An Assessment of an Alternative Methodology, with Two Methodologies for Estimating Student Flow Rates. BRIDGES Research Report No. 6.
Harvard Univ., Cambridge, MA. Inst. for International Development.

SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- Dec 89
NOTE- 45p.; Project directed under Cooperative Agreement No. DDP-5824-A-5076.
AVAILABLE FROM- Publications, Project BRIDGES, 442 Gutman Library, Harvard University, Cambridge, MA 02138 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Data Collection; *Developing Nations; Educational Planning; Educational Quality; *Efficiency; Elementary Secondary Education; *Enrollment Projections; Foreign Countries; *Grade Repetition
IDENTIFIERS- *Honduras

Student promotion, repetition, and dropout rates constitute the basic data needed to forecast future enrollment and new resources. Information on student flow is significantly related to policy formulation aimed at improving internal efficiency, because dropping out and grade repetition increase per pupil cost, block access to eligible school-age children, and prevent students from gaining an adequate education. Although studies conducted in many Third World countries have shown that student enrollment information collected by education ministries is fairly reliable, most countries underestimate grade repetition rates, because reliable data is absent. One method for calculating the number of repeaters that is not based on school data is the age/grade method. The basic assumption is that enrollment data by age and grade sent to education ministries is more accurate than the repetition data. Cuadra's paper describes a 1986 study conducted in Honduras that tested this model by comparing school records of 327 students with data obtained from interviewing the students' parents. The study determined the accuracy of the age/grade method for reporting basic enrollment information and found that school statistics consistently underreported the number of repeaters. By underreporting repeaters, schools also overestimated the number of dropouts. Other implications are discussed. Two other papers discuss alternative methods for estimating student flow rates in the absence of sufficient data. (52 references) (MLH)

ED 319 117 EA 021 801

Monetti-Souply, Marta
A Year-Round Recruitment and Retention Plan.
National Catholic Educational Association, Washington, D.C.
REPORT NO.- ISBN-1-55833-047-X
PUB DATE- 90
NOTE- 60p.; For related document on school development, see EA 021 802.
AVAILABLE FROM- Publication Sales, National Catholic Educational Association, Suite 100, 1077 30th Street, N.W., Washington, DC 20007 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Catholic Schools; Elementary Secondary Education; *Marketing; Publicity; Public Relations; *School Holding Power; *Student Recruitment
IDENTIFIERS- National Catholic Educational Association

Catholic school educators are recognizing the necessity of marketing research for the effective planning of a long-range, proactive recruitment and retention program. A successful plan involves marketing, recruitment and retention, and public relations. Part I of this booklet outlines steps for the initiation of a marketing plan and provides suggestions for establishing a marketing committee, identifying recruitment markets, assessing recruitment trends, forming goals and strategies, and planning public relations events. Part II gives examples of recruitment and retention strategies and suggested timelines for their implementation. Part III incorporates these elements into the planning of a successful public relations event such as an Open House. Appendices include samples of an image survey, a visitor information form, a general information sheet, and an event evaluation questionnaire. (4 references) (LMI)

ED 319 118 EA 021 802

Stangl, Anita
The One-Person Development Office.
National Catholic Educational Association, Washington, D.C.
REPORT NO.- ISBN-1-55833-046-1
PUB DATE- 90
NOTE- 54p.; For a related document on school development, see EA 021 801.
AVAILABLE FROM- Publications, National Catholic Educational Association, Suite 100, 1077 30th Street, N.W., Washington, DC 20007-3852 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Selection; *Educational Development; Elementary Secondary Education; *Fund Raising; Occupational Information; Planning; Publicity; *School Community Relationship; Student Recruitment

The school development office, the part of the school that interacts with the outside community, is necessary to facilitate community involvement and support. Financial limitations that restrict the development staff to one person necessitate the creation and implementation of an organized, effective development plan. Chapters in this guidebook offer suggestions for creating a one-person development office, generating financial support, establishing a public relations program, enhancing student recruitment strategies, and improving director effectiveness. Appendices include samples of a job description for a director of development and of a successful phonathon campaign correspondence. (LMI)

ED 319 119   EA 021 803

California Education Summit. Meeting the Challenge, the Schools Respond. Background Papers.
California State Dept. of Education, Sacramento.
REPORT NO.- ISBN-0-8011-0862-4
PUB DATE- Feb 90
NOTE- 117p.; Papers prepared to stimulate discussion at the California Education Summit (Sacramento, CA, December 12-13, 1989). For final report, see EA 021 804.
AVAILABLE FROM- Bureau of Publications, Sales Unit, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-1260 ($5.00 for 2-volume set).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Accountability; Adult Literacy; Curriculum Development; *Educational Assessment; *Educational Change; *Educational Quality; Educational Trends; Elementary Secondary Education; Futures (of Society); Global Approach; High School Students; Human Services; Mathematics Education; School Effectiveness; School Role; Science Education; Teacher Education; Teacher Recruitment
IDENTIFIERS- *California; California Accountability Index; Indicators

These papers, by unidentified staff members of the California Department of Education, were supplied to participants in the California Education Summit for discussion and the development of specific recommendations. The summit's keynote address, "The Global Democratic Revolution" (Diane Ravitch), is also included, as is an alphabetical listing of summit participants. The papers are titled as follows: (1) "Educational Accountability: A Driving Force for School Reform"; (2) "Educational Assessment: Harnessing the Power of Information to Improve Student Performance"; (3) "The Number 1000: A Proposal to Measure School Performance with a Single Accountability Index"; (4) "Curriculum"; (5) "High School Transitions"; (6) Adult Literacy"; (7) "Organizing More Effective Services for Children, Youth, and Families At Risk"; (8) "Restructuring to Improve Student Performance"; and (9) "Teacher Preparation and Recruitment." (MLF)

ED 319 120 EA 021 804

California Education Summit. Meeting the Challenge, the Schools Respond. Final Report (Sacramento, California, December 12-13, 1989).

California State Dept. of Education, Sacramento.

REPORT NO.- ISBN-0-8011-0862
PUB DATE- Feb 90
NOTE- 48p.; For the background papers, see EA 021 803.
AVAILABLE FROM- Publications, Sales Unit, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-1260 ($5.00 for 2-volume set).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Curriculum Development; *Educational Change; Elementary Secondary Education; Literacy; Professional Development; *State Action; *Teacher Education
IDENTIFIERS- *California; *Educational Restructuring

The California Education Summit, which brought together some 300 individuals representing major groups driving California education reform (teachers, principals, superintendents, parents, students, school board members, business leaders, and community members), was called for two reasons: (1) to begin developing a consensus, or game plan for the 1990s, regarding the next steps to upgrade California schools; and (2) to reflect on participants' experience and identify elements that would ensure the success of any forthcoming national efforts. Participants agreed on fundamental goals, beginning with the premise that more students must be educated to higher levels than ever before. At least 25 percent of students entering high school should earn a bachelor's degree, another 25 percent should earn an associate degree from a community college, and at least 40 percent should make a successful school/work transition, thus reducing the dropout rate by 10 percent. To accomplish these goals, more students must read, write, compute, communicate, and think at higher levels. Schools must teach a thinking curriculum, so that students become active learners, develop real understanding of fundamental concepts and ideas, and apply knowledge creatively. The key strategies emerging from group discussions included the following: (1) increasing accountability and improving assessment; (2) enhancing the curriculum; (3) improving high school transitions; (4) improving adult literacy; (5) organizing more effective services for children, youth, and families at risk; (6) restructuring to improve student performance; and (7) improving teacher preparation and recruitment. (MLH)

DOCUMENT RESUME

ED 319 121 EA 021 805

Initiating and Supporting Curriculum Delivery and Implementation:
Review of Relevant Literature.
Harvey Social Research, Ltd., Sherwood Park (Alberta).
SPONS. AGENCY- Alberta Dept. of Education, Edmonton.
PUB DATE- Sep 88
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adoption (Ideas); Curriculum Development; *Diffusion (Communication); Elementary Secondary Education; Foreign Countries; Information Dissemination; *Innovation; Inservice Teacher Education
IDENTIFIERS- *Alberta

This literature review is one part of a commission to undertake an evaluation of a "Field Study to Determine Teacher and Student Needs Regarding Curriculum Documents and Resources," in order determine the effectiveness of curriculum delivery mechanisms and to identify means for improvement of delivery and implementation. The review is the preliminary information collection of the study. It addresses educational change and the diffusion, adoption, and implementation of innovations; curriculum implementation; and teacher inservice education. Part 1 discusses the application of the diffusion model to facilitating educational change. Part 2 focuses on the need for, definition of, measurement of, and factors affecting implementation; and recommendations for government policies. Part 3 discusses meta-analysis studies, inservice education literature, channels of communication, and preservice teacher education. (155 references) (LMI)

ED 319 122 EA 021 809

Gluckman, Ivan; Koerner, Thomas, Jr.

Administrator Tenure Statutes and Other Legislative Protection of Position. A Legal Memorandum.

National Association of Secondary School Principals, Reston, Va.
PUB DATE- Mar 90
NOTE- 6p.
AVAILABLE FROM- Publications, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.75; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; *Administrators; Board Administrator Relationship; Court Litigation; *Dismissal (Personnel); Elementary Secondary Education; Financial Exigency; Hearings; Personnel Policy; *Principals; Reduction in Force; School Law; *State Legislation; *Tenure; Tenured Faculty

This "Legal Memorandum" reviews administrator employment rights in each state. In 19 jurisdictions principals and other administrators are granted some kind of substantive tenure protection in their administrative positions. However, even in states providing tenure protection for administrators, there are situations in which a school board may terminate educators when "just cause" does not exist. One justification usually recognized by the courts is economic necessity, such as declining revenues. To meet changing circumstances school boards are also increasingly seeking to reassign principals and other administrators to new and different duties. While stopping short of providing full, substantive tenure rights, a growing number of state legislatures have chosen to provide procedural safeguards to principals threatened with termination. The states of Minnesota, Missouri, and Wisconsin grant tenure rights only to principals employed in densely populated areas while denying it to principals in the smaller, rural school districts. Twenty-three states do not provide administrators with tenure as administrators, but permit them to achieve tenure status as teachers. Only Arkansas and South Carolina provide no tenure, even to teachers, but do afford some procedural protection in case of nonrenewal. (MLF)

ED 319 123 EA 021 812

Change and Progress Start with Education.

Kansas State Dept. of Education, Topeka.

PUB DATE- Aug 89
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Centers; *Community Involvement; Economic Change; *Economic Development; Educational Economics; Educational Innovation; Elementary Secondary Education; Global Approach; *Human Capital; *Learning Resources Centers; Learning Strategies; Social Change
IDENTIFIERS- *Kansas

In our global information society, citizens of most nations, states, and communities have the opportunity to compete for jobs to produce standardized products of about the same quality. It is smart people--not smart machines--that separate one competitor from another. The foundation of a healthy economy for Kansas is people, the human capital, represented by their knowledge, skills, organizations, and motivations. The jobs that exist in an information society demand that employees be highly numerate, literate, and innovative. Effective educational institutions in Kansas must prepare workers to take responsibility for their lifelong learning and training, to set and achieve goals, and to collaborate with others in overcoming barriers. Finding new ways of integrating learning and education into the community will result in greater business opportunities, a more positive community climate, and a better quality of life. Kansas communities must be restructured to meet these goals using technology-driven communication systems and lifelong learning centers. Communities working together, sharing human resources, and having successful access to information and applications of technology will determine the economic livelihood of Kansas communities. (KM)

ED 319 124 EA 021 813

Dickens, Royce; And Others
State Needs Assessments, Title II EESA: A Summary Report.
Decision Resources Corp., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Aug 87
NOTE- 36p.
CONTRACT- 300-85-103
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Computer Science Education; Curriculum Development; *Educational Assessment; Elementary Secondary Education; *Federal Aid; Federal Legislation; *Instructional Improvement; Mathematics Instruction; *Needs Assessment; Resource Materials; Science Instruction; Second Language Instruction; *State Departments of Education; *Statewide Planning; Teacher Qualifications
IDENTIFIERS- *Education for Economic Security Act 1984

The Education for Economic Security Act requires state education agencies to submit comprehensive needs assessments in order to receive the funding provided by Title II of the Act for improvements in mathematics, science, computer learning, and foreign language instruction. Areas of need covered in this summary include: the qualifications of current teaching staff; the adequacy and availability of curricula and materials; and the degree of access to instruction in the four subject areas by historically underserved or underrepresented student populations. Also included is an overview of programs and initiatives designed to address those needs. In general, it appears that the legislation has prompted states to consider needs and develop initiatives in all four subject areas, with the greatest efforts focused on mathematics and science instruction. Many teachers of specific computer courses are self-taught, and the states see an increasing need for formal instruction. Foreign language instruction remains minimal at both the elementary and secondary levels in many states. In addressing the issue of access to instruction by historically underserved student groups, the states seem concerned primarily with increasing the enrollment of females and ethnic minority students in advanced mathematics and science courses. (MLF)

ED 319 125 EA 021 825

Cohen, LeoNora; And Others
Teaching Gifted Kindergarten and Primary Children in the Regular Classroom. Meeting the Mandate. OSSC Bulletin Special Issue.
Oregon School Study Council, Eugene.
PUB DATE- 90
NOTE- 128p.
AVAILABLE FROM- Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($10.00 prepaid; $2.00 postage and handling on billed orders).

LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Financial Problems; *Gifted; Kindergarten; *Mainstreaming; *Parent Participation; Primary Education; *Special Education; *State Legislation; *Student Needs; Young Children
IDENTIFIERS- *Oregon

The state of Oregon has mandated special educational programming or services for K-12 gifted and talented children to begin by the 1991-92 school year. Because financial support is lacking, most instruction of gifted and talented students will occur within regular classrooms. This monograph addresses the problem of providing appropriate instruction for young (kindergarten through grade 2) gifted children in the regular classroom. In chapter 1, a case study of a first-grade child and his drawings underlines the need for appropriate educational experiences for young, gifted children. In chapter 2, definitions of "giftedness" are discussed, along with the characteristics of young, bright children. Chapter 3 focuses on identification, and chapter 4 suggests ways to assess educational levels and rates of learning as required by the mandate. In chapter 5, program options and models are discussed. Chapter 6 offers four major ways to differentiate the curriculum. Chapter 7 focuses on the importance of interests to young children. Chapter 8 suggests how to organize for instruction, with an emphasis on thematic teaching and learning centers. Chapter 9 considers the needs of the whole child in instruction--the emotional, physical, social, and intuitive aspects as well as the cognitive. In chapter 10, parents are offered ideas on providing a responsive environment and on being a school advocate. The appendices include the Oregon Mandate, a list of publishers for the gifted, summaries of conceptual models, and a curriculum criteria checklist. (45 references) (MLH)

ED 319 126 EA 021 826

Barth, Roland S.
Improving Schools from Within: Teachers, Parents, and Principals Can Make the Difference.
REPORT NO.- ISBN-1-55542-215-2
PUB DATE- 90
NOTE- 190p.

AVAILABLE FROM- Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104-1310 ($20.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Learning; *College School Cooperation; *Collegiality; *Educational Improvement; Elementary Secondary Education; Leadership Responsibility; *Teacher Administrator Relationship; Theory Practice Relationship
IDENTIFIERS- *Principals Centers; *School Culture

Although much has been written about school reform in the past decade, insufficient attention has been given to the important relationships among the adults within the school and to a consideration of how their abundant trapped energy, inventiveness, and idealism might be encouraged. This book addresses this deficiency by emphasizing schooling's fundamental purpose--learning for everyone. Chapter 1 discusses the widespread lack of confidence in public education, especially the crisis of self-confidence and the primitive, depleting relationships among school staff. In chapter 2, the relationship between teachers and administrators is closely examined. The third chapter considers collegiality and its importance in promoting learning and improving schools. Chapters 5 and 6 discuss teachers and principals as adult learners, examine sources of resistance to serious engagement in learning, and suggest ways to remove these obstacles by rearranging some persistent elements of school culture. Chapter 7 discusses the author's work with principals' centers, and chapter 8 deals with the extraordinary benefits of writing about practice. Chapter 9 addresses the complicated relationship between universities and schools and offers ideas for a more fruitful collaboration. Chapter 10 considers school leadership, arguing that everyone within a school is capable of leading and becoming an active member in "a community of leaders." The final two chapters discuss the importance of vision in improving schools. An index is included. (38 references) (MLH)

ED 319 127 EA 021 827

Mauriel, John J.; And Others
Strategic Leadership for Schools: Creating and Sustaining Productive Change.

REPORT NO.- ISBN-1-15542-184-9
PUB DATE- 89
NOTE- 353p.
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104-1310 ($27.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Effectiveness; *Change Strategies; Elementary Secondary Education; *Leadership Responsibility; *School Administration; *Superintendents
IDENTIFIERS- *Central Office Administrators; *Strategic Management

Success in leading a public school system today requires the school executive to guide multiple stakeholders, including parents, educators, and students, toward the development, acceptance, and achievement of worthwhile educational goals. This book delineates the skills needed for this task and provides help in developing them. Part 1, with six chapters, describes how to identify a strategic plan for a school system and how to think about strategic leadership. Chapter 1 provides a framework for understanding and applying the strategic leadership concept to school districts. Chapter 2 discusses 11 major issues and problems facing today's schools. Chapter 3 provides a framework for identifying and organizing key environmental trends shaping public education. Chapter 4 presents a process for assessing a school district's strengths, weaknesses, resources, and capabilities. Chapter 5 examines the market for school services and examines how specific market research tools and techniques can aid school executives. Chapter 6 outlines a process for developing and implementing a strategic plan. Part 2 summarizes the intricacies involved in implementing a plan, including stakeholder politics, consensus building, and strategies for involving others. The three chapters in part 3 examine how to change strategic direction and how to assess results of a strategic plan's implementation. Topics include transitional leadership methods, accountability systems, and future directions for strategically managed school districts. An index is included. (MLH)

ED 319 128 EA 021 828

Schlecty, Phillip C.

Schools for the Twenty-First Century: Leadership Imperatives for Educational Reform.
REPORT NO.- ISBN-1-55542-208-X
PUB DATE- 90
NOTE- 164p.
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104-1310 ($20.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Futures (of Society); *Leadership Responsibility; *Organizational Change; Power Structure
IDENTIFIERS- *Educational Restructuring

If America's schools are to meet the needs of the 21st Century, they must be reinvented and restructured. This book is no restructuring cookbook, but is designed to provide ingredients that may be useful in inventing recipes to satisfy local tastes. Chapter 1 discusses purpose in the life of organizations, concentrating explicitly on purpose in schools. Chapter 2 shows what historical influences have shaped the purpose, vision, and structure of schools. Chapter 3 discusses the need to reformulate school purpose and the consequent visions that will guide school restructuring. Chapter 4 relates one vision of schools' restructuring efforts in terms of participatory leadership, accountability, and assessment of schools in general. Chapter 5 provides a framework for considering the structural elements needing to be changed if schools are to become more responsive to the needs of children and society. In chapter 5, change is discussed from a marketing perspective. The remaining chapters treat various problems associated with promoting change in schools, beginning with conceptualizing and sharing a compelling vision and ending with strategies for sustaining improvements once they are in place. Also covered are participatory leadership, results-oriented management in schools, methods for creating a policy framework to ensure flexibility, and other subjects related to school restructuring. An index is included. (47 references) (MLH)

ED 319 129 EA 021 830

Armstrong, Mack D.

An Examination of Public School Superintendent Interpersonal Networks in Washington and Idaho.
PUB DATE- Apr 90
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Coordination; Discussion; Elementary Secondary Education; *Interpersonal Communication; Occupational Surveys; *Peer Relationship; Public Schools; *Social Networks; *Superintendents
IDENTIFIERS- *Idaho; *Washington

This paper describes the structure of a superintendent network in each of two western states (Washington and Idaho); what the networks look like; and how superintendent attributes such as age, ethnicity, gender, salary, years of experience, and size of school district influence the network. The study further compares similarities and differences between the two states' networks. For purposes of identification and examination, superintendent attributes are classified into three conceptual categories or factors that seem important to the development and maintenance of networks: affiliation, accessibility, and status. A sociometric self-report survey was submitted to 299 Washington superintendents and 116 Idaho superintendents, with response rates of 87% and 75% respectively. The data gathered for each network are presented in three phases: characteristic description, identification matrix, and sociometric graphing. The examination of the networks in Washington and Idaho reveals that status and accessibility are important factors influencing the establishment of connections within the network. Affiliation, as indicated by ethnicity, gender, age, and degree or credentialling institution, appears to be weak. (JAM)

ED 319 130 EA 021 831

Adler, Ralph
The Definitive Newsletter.
RMC Research Corp., Hampton, N.H.
PUB DATE- 19 Jan 90
NOTE- 7p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Bulletins; Elementary Secondary Education; *Information Dissemination; Information Systems; *Newsletters; *Organizational Communication

The newsletter, a publication printed on a regular basis that has a clearly defined, intriguing, and thoughtful content purpose for serving a specific audience, usually acts as a conceptual bridge between an organization and that group. A newsletter begun without good planning and without a clearly defined purpose, however, could end up being nothing more than a drain on resources: a regularly scheduled pain in the neck. A few components of a good newsletter include: (1) a series of smaller purposes that complement the main purpose and that provide variety for the reader; (2) a tone and voice that is consistent from issue to issue; and (3) a graphic style that is not only consistent from issue to issue, but also allows for some measure of visual variety to distinguish one issue from another. Once the conceptual aspects of the newsletter have been handled, the practical matters such as deciding on an editor and determining who will write the newsletter remain to be considered. It is useful to compare the undertaking of a newsletter to the gearing up of a small new business (within a larger organization) with its own staffing, budget, and procedures. (KM)

ED 319 131 EA 021 833

Strusinski, Marianne
The Evolution of Shared Decision Making in School-Based Management.
PUB DATE- Apr 90
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Elementary Secondary Education; *Participative Decision Making; *Program Implementation; *School Based Management; *Training
IDENTIFIERS- *Dade County Public Schools FL

During the 1987-88 school year, the notion of school-based management (SBM) was introduced in selected schools in the Dade County (Florida) Public Schools. The paper discusses the changes that are occurring in the shared decision-making (SDM) body of the SBM project over time. In June 1989, schools participating in the SBM program completed a form called the "cadre narrative", which contained a set of six questions. Of the 33 participating schools, 30 submitted their cadre narrative on time. Three questions were chosen for analysis: (1) additional staff training needs; (2) efforts geared toward maintaining or enhancing participation in the shared decision making; and (3) changes/refinements made to the SDM since its inception. Although staff have been attending a variety of training workshops, responses indicate there are still areas that need to be addressed. The most frequently cited categories of training needs were professional skills and working in groups. Teachers are identifying needs associated with various management skills, an area traditionally lacking in their professional training and experience. Also, over 10 percent of the schools listed personal issues, such as stress management and burnout, as a training need. If only a few teachers are carrying the majority of the SDM load, burnout can be an important consideration. Other findings are discussed, along with recommendations for schools desiring to develop SDM programs. (MLH)

ED 319 132 EA 021 839

Wircenski, Jerry L.; And Others
Instructional Alternatives: Rescue Strategies for At-Risk Students.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Apr 90
NOTE- 7p.
AVAILABLE FROM- Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.75; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Communication Skills; Cooperative Learning; *Curriculum Development; Dropout Characteristics; *Dropout Prevention; Dropout Rate; *High Risk Students; *Instructional Leadership; Peer Teaching; *Relevance (Education); School Counseling; School Role; Secondary Education; Socialization; Tutoring; Values Clarification

An instructional plan to rescue at-risk students must be based on a curriculum intended to serve all students. The creation of a functional curriculum, the promotion of employability skills, and an emphasis on improving study skills are instructional patterns that seem to be effective in reducing the number of student dropouts. Two alternatives that have proved effective in reorienting potential dropouts are peer tutoring and cooperative learning. Other elements that can help reduce dropouts are student support services and cooperative planning among agencies. At-risk students require the most positive learning climate a school can possibly maintain. School systems must provide skilled and knowledgeable professionals to work with at-risk young people. Cited as examples of successful programs are the following: (1) "Employment Skills Program and Designated Vocational Education," Verona, Wisconsin; (2) "Vocational Entry/Exit-Level Skills Project," Camden, Missouri; (3) "Special Needs Transition Program," Chaska, Minnesota; (4) "Project Strive," Rockaway, New Jersey; (5) "Southeast Oakland Vocational Center Project," Royal Oak, Michigan; and (6) Frederick County Vocational Evaluation/Support Team," Frederick, Maryland. (MLF)

ED 319 133 EA 021 842

Guinn, Sue

Operation Rescue, Corsicana: An Early Intervention Program.

PUB DATE- Apr 90
NOTE- 19p.; Paper presented at the Annual Texas Conference on At-Risk Students (3rd, Austin, TX, April 9-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizen Participation; *Community Action; Community Cooperation; Community Support; *Dropout Prevention; Elementary Secondary Education; *High Risk Students; *Potential Dropouts
IDENTIFIERS- *Texas (Corsicana)

Operation Rescue is a teacher-initiated and -managed early intervention program to identify and help potential dropouts. The program relies upon establishing one-to-one friendships between at-risk children and volunteers. Cooperation with community groups promotes the goal of "local groups solving local problems." Operation Rescue sponsors activities and provides services to promote parent and community involvement. Operation Rescue attributes its success on a low-budget to enthusiastic volunteers, parent participation, and cooperation with other community groups. (LMI)

ED 319 134 EA 021 845

Doud, James L.
The K-8 Principal in 1988: A Ten Year Study.
National Association of Elementary School Principals, Alexandria, VA.
PUB DATE- 89
NOTE- 170p.; Sixth in a series of research studies begun in 1928.
AVAILABLE FROM- Publication Sales, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314-3483 ($11.75 plus $2.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Books (010) Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Administrator Characteristics; Administrator Education; *Administrator Qualifications; *Administrator Responsibility; *Administrator Role; Elementary Education; Individual Characteristics; Middle Schools; *Principals

This 1988 survey of the elementary/middle school principalship is the sixth of its kind, with similar studies having been conducted in 1928, 1948, 1958, 1968 and 1978. The surveys provide an account of the factors that affect the status and characteristics of the K-8 principal. An 8-page instrument was mailed in the spring of 1987 to 2,414 randomly selected National Association of Elementary School Principals (NAESP) principals. A follow-up study was mailed to the total sample, with 834 responses received, representing a response rate of 34.5 percent. What emerged from the data is a profile of the typical K-8 principal. He is a white male in his late forties who has been a professional educator for 22 years and a principal for 11 years. A NAESP member, he holds a master's degree and state certification. He has an 11-month contract at a salary of $40,000, with a 50-hour work week. Unsatisfactory student performance is his greatest potential job security problem. He exercises discretionary control over 17 percent of the school budget and believes that the authority he is given to run his school is appropriately balanced with the degree to which he is held responsible when things go wrong. As a group, elementary school principals are satisfied in their job, confident in their skills, and upbeat about their future. (JAM)

DOCUMENT RESUME

ED 319 135 EA 021 846

Gross, James A.
Teachers on Trial: Values, Standards, and Equity in Judging Conduct and Competence.
REPORT NO.- ISBN-0-87546-142-5
PUB DATE- 88
NOTE- 121p.
AVAILABLE FROM- ILR Press, Cornell University, Ithaca, NY 14851-0952 ($9.95 plus $2.00 postage and handling.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Disqualification; Elementary Secondary Education; Teacher Behavior; Teacher Characteristics; *Teacher Discipline; *Teacher Dismissal; Teacher Effectiveness; *Teacher Evaluation; *Teacher Responsibility; *Teacher Role
IDENTIFIERS- *Incompetence; *New York

This book analyzes the consequences of 260 case decisions in New York State in which tenured teachers have been charged with misconduct or incompetence. Four sections explain the standards used in making these determinations for the purpose of establishing the meaning and measurement of good teaching, the conception of teachers as role models, and expected teacher conduct and performance criteria. The first section, an introduction, discusses the intent, advantages, and disadvantages of section 3020-a, the statute that governs due process proceedings for tenured teachers. The second section, "Conduct Unbecoming a Teacher" reviews the harmful consequences of vague standards, the concept of role models as standards of discipline, the nexus between conduct and performance, off-duty conduct, the nature of the educational process, and the conflict between morals and custom. Topics discussed in the third section "Incompetence and Inefficiency," include standards for determining competency, measuring performance, legislating fair treatment and evaluation procedures, remediating teacher insufficiencies, and initiating a positive cooperative approach between school administrators and teachers. Finally, a section of conclusions points out that the unfairness of the present disciplinary system--caused by a lack of evidence about the dynamics of teaching and learning--actually prevents equitable and productive educational reform from taking place. (JAM)

ED 319 136 EA 021 847

Schain, Robert L.
Supervising Instruction: What It Is and How To Do It.
PUB DATE- 88
NOTE- 215p.
AVAILABLE FROM- Educators Practical Press, 393 Mayfair Drive South, Brooklyn, NY 11234 ($15.95; quantity discount).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Characteristics; *Administrator Effectiveness; Administrator Responsibility; *Administrator Role; Elementary Secondary Education; *Instructional Effectiveness; Instructional Improvement; *Instructional Leadership; Supervisor Qualifications; Supervisors; *Supervisory Methods; Teacher Effectiveness; *Teacher Supervision

This book centers on classroom supervisory practices by describing what teaching entails and exploring proven instructional techniques. Eight chapters comprise this work: Chapter I defines supervision, explains the need for effective supervision, and describes the skills needed for effective supervision. Chapter II keynotes the elements of effective teaching. Chapter III discusses the process of and the climate for effective supervision of classroom teaching. Supervisory techniques for improving individual, group, and schoolwide instruction are clarified in chapter IV. The classroom observation process and leadership techniques in dealing with different types of teachers frame chapters V and VI. Chapter VII focuses on using data in planning for staff and school improvement. For the purpose of uncovering potential problems and solutions in the supervision of classroom instruction, chapter VIII lists hypothetical case studies divided into three broad categories: teaching, classroom management, and human relations. Appendices include sample lesson plans, guidelines for grading policies, an individual improvement plan, an intervisitation guide sheet, an agenda for faculty conferences, a staff development day schedule, one teacher's experience of what worked in the classroom, a department plan for teacher improvement, and sample observation reports. (JAM)

ED 319 137 EA 021 848

Murchland, Bernard
Voices in American Education: Conversations with Patricia Biehl, Derek Bok, Daniel Callahan, Robert Coles, Edwin Dorn, Georgie Anne Geyer, Henry Giroux, Ralph Ketcham, Christopher Lasch, Elizabeth Minnich, Frank Newman, Robert Payton, Douglas Sloan, and Manfred Stanley.
REPORT NO.- ISBN-0-911168-77-X
PUB DATE- 90
NOTE- 220p.
AVAILABLE FROM- Prakken Publications, Inc.; P.O. Box 8623, Ann Arbor, MI 48107 ($11.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Change Strategies; *Educational Change; Educational Development; Educational Environment; *Educational Improvement; Educational Innovation; *Educational Trends; Elementary Secondary Education; *Excellence in Education; *School Restructuring

Interviews expressing a variety of viewpoints on the present and future status of education on a national and global scale are offered by 14 major educators and public figures. The theme of educational reform frames each interview. Patricia Biehl reflects on the diminishing effectiveness of secondary education. Derek Bok favors the teaching of ethics. Applying the humanities is the focus of Daniel Callahan's argument that the acquisition and application of knowledge should be interdisciplinary. Robert Coles comments on the moral power of literature. Edwin Dorn punctuates his interview about racism in America with a plea for race awareness. Education for global understanding underpins Georgie Anne Geyer's belief that nations must cooperate rather than confront. Henry Giroux's dream of radical education includes educating students for public life by training them to be critical of the existing social order. Inadequate citizenship education can only be resolved by training citizens to be active, according to Ralph Ketcham. Christopher Lasch comments at length on the social role of the educator and argues for an expanded humanities curriculum. Elisabeth Minnich describes the thinking citizen who is well-versed in the humanities and committed to critical introspection and circumspection. Frank Newman restructures American education. Robert Payton believes that the components of public education, social discourse, and philanthropy must be shaped by forces from without the school's walls as well as from within. Douglas Sloan, Manfred Stanley, and Bernard Murchland contend that technology must be tempered by a humanities-saturated core curriculum in order to instill imagination, caring, and social consciousness into school curricula. (JAM)

ED 319 138 EA 021 853

Community Service: Learning by Doing. A Statement of the Council of Chief State School Officers.

Council of Chief State School Officers, Washington, D.C.

PUB DATE- Nov 89

NOTE- 8p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Community Services; Elementary Secondary Education; *School Community Programs; *School Community Relationship

IDENTIFIERS- *Community Service; Council of Chief State School Officers

This pamphlet describes the functions of the Council of Chief State School Officers (CCSSO) and outlines principles and strategies for school-based community service programs that the CCSSO endorses. Essentially the CCSSO forms coalitions with many other educational organizations and is able to provide leadership for a variety of policy concerns that affect elementary and secondary education. Underlying the CCSSO's efforts is its commitment to network for equity in education for minorities, women, the handicapped, the limited English proficient, and low-income students. In school-based community services programs, students perform needed service in places such as hospitals, day-care centers, nursing homes, and libraries. They may serve as tutors, conduct special projects such as beautifying the campus, or feeding the homeless. (JAM)

ED 319 139 EA 021 855

Pellicer, Leonard O.; And Others
High School Leaders and Their Schools. Volume II: Profiles of Effectiveness.
National Association of Secondary School Principals, Reston, Va.
REPORT NO.- ISBN-0-88210-238-9
PUB DATE- 90
NOTE- 102p.; For Volume I, see ED 299 711.
AVAILABLE FROM- Publications, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (Stock No. 2109004; $7.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Characteristics; *Administrator Effectiveness; Administrator Role; High Schools; *Instructional Leadership; Leaders; *Leadership Qualities; *Leadership Responsibility; School Administration; *School Based Management; School Effectiveness; School Supervision

This study was the third in a series of national studies of the high school principalship dating back to the early 1960s. Its major purpose was to analyze and describe high school leaders and their schools. This volume describes the characteristics and behaviors of high performing principals (type "A") and typically performing principals ("type B") as they relate to school effectiveness, and it identifies the administrative and programmatic similarities and differences between effective schools administered by principals described as "type A" principals and those administered by "type B" principals. The original population from which the sites (n=74) to be visited were selected consisted of schools whose current principals had participated with average or above average ratings in the National Association of Secondary School Principals (NASSP) Assessment Center and in the field testing of the NASSP Comprehensive Assessment of School Environments (CASE) battery. Two researchers conducted structured interviews with administrators, teachers, and parents for a period of 3 days at eight sites. Following each site visit, the researchers prepared a case study for each school. The following major conclusions emerged: (1) The relationship between principals' assessor skills and their school management skills was not clearcut; (2) the most effective schools had well-coordinated administrative teams; (3) effective schools had strong and creative principals; (4) administrative team success was limited by the level of school autonomy; (5) instructional leadership was most commonly exercised by department chairpersons with the support of the administrative team and the assistance of district supervisors and was a shared responsibility; (6) student satisfaction was highest in stable schools; and (7) student self-esteem was important to school efficiency or

cost-effectiveness. Appendices A through F show NASSP assessor dimensions, the CASE model of the school environment, CASE variables used, administrative team site visit protocols, teacher protocols, and parent protocols. (34 references) (JAM)

ED 319 140 EA 021 856

Mitchell, Douglas E., Ed.; Goertz, Margaret E., Ed.
Education Politics for the New Century: The Twentieth Anniversary Yearbook of the Politics of Education Association. Falmer Press Education Policy Perspectives Series.
REPORT NO.- ISBN-1-85000-742-X
PUB DATE- 90
NOTE- 178p.
AVAILABLE FROM- The Falmer Press, Taylor and Francis Inc., 1900 Frost Road, Suite 101, Bristol, PA 19007.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Educational Administration; *Educational Change; Educational Policy; *Educational Technology; Educational Trends; Elementary Secondary Education; *Equal Education; Futures (of Society); *Government School Relationship; *Politics of Education; School Policy; *School Restructuring

This book focuses on the forces that will shape education politics and policy into the 21st century. Ten chapters written by prominent educators center on the roles to be played by education professionals, local citizen groups, government agencies, and business leaders in shaping education policy, responses to racial and ethnic segregation, school restructuring, technology utilization, and the development of education politics and policy. The introductory chapter by Margaret E. Goertz examines the changing social, economic, technological, and political environment shaping education politics for the 21st century, and provides an overview of the contents of this book. David Clark and Terry Astuto predict no change in direction for federal education policy in chapter 2. In chapter 3, Gary Orfield and Lawrence Peskin, in their discussion and description of the "Atlanta Compromise," argue that if attempts are not made to integrate urban schools, poor and minority children will be condemned to attend schools that are both separate and equal. Chapters 4 (Thomas Timar) and 5 (Mary Metz) explore political, institutional, and cultural forces that shape school restructuring efforts. In chapter 6, Philip Piele examines the utilization of technology in the classroom and argues that technological innovation will not begin to change schools until it offers an educationally viable, cost-effective alternative to the classroom teacher. Chapters 7 (Kent McGuire) and 8 (Carol Ray and Rosalyn Mickelson) explore the role of business in education reform. In chapter 9, Ian Birch and Don Smart examine the forces of change in Australian education politics. The final chapter ends with a historical review of the foundations of the politics of education and an appraisal of issues likely to control policy making in the years ahead. (JAM)

ED 319 141 EA 021 858

A Guide to the Process of Evaluating School Principals. Monograph No. 2.

Connecticut Principals' Academy, East Lyme.

SPONS. AGENCY- Connecticut State Dept. of Education, Hartford.; Department of Education, Washington, DC.

PUB DATE- 90

NOTE- 43p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Administrator Effectiveness; *Administrator Evaluation; Educational Improvement; Elementary Secondary Education; Evaluation Methods; *Evaluation Utilization; Formative Evaluation; Leadership Qualities; *Management Development; *Principals; *Professional Development

IDENTIFIERS- *Connecticut

Although the initial focus of the reform movement was on teachers, considerable attention has been devoted to administrators--especially principals--since it has been recognized that the quality of a principal's leadership has a significant impact on the effectiveness of the educational programs in our schools. The purpose of this guide is to assist principals and their evaluators to identify the philosophical roles of the principal, the proficiencies required of principals, the purpose of the evaluation, and efficient procedures for the evaluation process. Additional information contained within this document includes the perspectives of the experts, a case study of the principal evaluation process in a moderate-sized Connecticut school system, and concluding remarks. The ideas and activities addressed in this publication are designed to promote an evaluation program that will lead to better learning and growth experiences for principals. Ultimately, the evaluation and growth processes will ensure that only effective principals continue in the profession. Appended are an annotated bibliography of primary references on the abilities, competencies, and skills of the principal; the proficiencies of the effective principal cross-referenced to major studies of principalship; and the Principals' Survey. (KM)

ED 319 142 EA 021 859

Dunkle, Margaret C.
Just What the Doctor Should Have Ordered: A Prescription for Sex-Fair School Health Services.
Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 89
NOTE- 178p.
AVAILABLE FROM- Education Development Center, WEAA Publishing Center, 55 Chapel Street, Newton, MA 02160 ($10.00 plus $2.00 shipping).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Civil Rights Legislation; Elementary Secondary Education; Equal Education; Equal Facilities; Equal Protection; Evaluation; Gynecology; Health Insurance; Higher Education; Mental Health; Nondiscriminatory Education; Physical Health; *Pregnant Students; *School Health Services; School Role; Sex Differences; *Sex Discrimination; *Sex Education; *Sex Fairness; Sexuality; Sports Medicine; Student Rights; Substance Abuse

Inequitable health care for males and females is surprisingly commonplace. Despite this, health care providers, civil rights groups, educators, and even women's rights advocates have largely overlooked the issue. The 11 chapters of this document provide the first extensive civil rights view of sex discrimination in health services. Using Title IX of the Education Amendments of 1972 and the Civil Rights Restoration Act of 1988 as references points, this manual offers a framework to assess health services at schools and colleges, suggests options and strategies for institutional change applicable to arenas outside the education setting, and helps those interested in providing sex-fair health care evaluate the services offered, identify health-related equity issues (such as "special" programs for young mothers), and eliminate discriminatory practices by understanding and using Title IX. Equity issues are discussed in the context of specific topic areas ranging from pregnancy and gynecological health care to mental health and alcohol and drug abuse services. The appendices contain a guide to what Title IX says regarding sex-fair health services and provide a set of charts for gathering information regarding Title IX and school health services to be used in conjunction with the text of the book. The bibliography lists 318 references (KM)

ED 319 143 EA 021 863

National Goals for Education.
Executive Office of the President, Washington, D.C.
PUB DATE- Feb 90
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Assessment; *Educational Improvement; *Educational Objectives; Educational Trends; Elementary Secondary Education; *Excellence in Education; *Futures (of Society); Government Publications; Higher Education; Literacy Education; Preschool Education; Presidents of the United States; School Restructuring

At the education "summit" held in 1989 in Charlottesville, Virginia, the President and the Governors called for the establishment of clear national performance goals designed to make the United States internationally competitive. Six national education goals, to be reached by the year 2000, were identified as the first step in carrying out that commitment. The goals are as follows: (1) All children in America will start school ready to learn; (2) the high school graduation rate will increase to at least 90 percent; (3) American students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; they will also have learned to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy; (4) U.S. students will be first in the world in science and mathematics achievement; (5) every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and to exercise the rights and responsibilities of citizenship; and (6) every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning. Several objectives are given under each goal, and the document concludes with brief guidelines for the changing and restructuring of the U.S. educational system that will be necessary to achieve these goals. (MLF)

ED 319 144 EA 021 875

Angione, Christine M.; And Others
A View from the Inside: An Action Plan for Gender Equity in New York State Educational Administration. Report of the Select Seminar on Women in Educational Administration.
Capital Area School Development Association, Albany, NY. Leadership in Educational Administration Development Center.
SPONS. AGENCY- New York State Education Dept., Albany.
PUB DATE- Apr 90
NOTE- 35p.; Photographs will not reproduce.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Administration; Elementary Secondary Education; *Equal Opportunities (Jobs); Feminism; Leadership; Policy Formation; Sex Discrimination; *Sex Fairness; *Women Administrators
IDENTIFIERS- *New York

This seminar summary focuses on the underrepresentation of women in educational administration in New York. Its proposed plan of action is comprised of four parts: (1) awareness; (2) access; (3) advancement; and (4) accountability. The first two sections outline the responsibilities of school districts, professional associations, higher education, and state policymakers for implementing awareness and recruitment. The third section reviews strategies for advancement, such as mentoring, networking, and professional development. The fourth part proposes regulations to ensure accountability at the school district, professional, university, and state levels. An afterword lists planned activities to promote gender equity in educational administration and guidelines for identifying areas of concern within individual state administrative policies. (4 references) (LMI)

ED 319 145 EA 021 880

Morey, Ann I., Ed.; Murphy, Diane S., Ed.
Designing Programs for New Teachers: The California Experience.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-86552-104-2
PUB DATE- Apr 90
NOTE- 127p.
CONTRACT- RI88062004
AVAILABLE FROM- Publication Sales, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103 ($13.50).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Alternative Teacher Certification; Beginning Teacher Induction; *Beginning Teachers; *Elementary Secondary Education; *Teacher Education; *Teacher Education Programs; *Teacher Effectiveness; Teacher Evaluation; Teacher Guidance
IDENTIFIERS- California

Nine articles by California educators are included in this guidebook for the planning and implementation of beginning teacher support programs, with a focus on improving teacher quality and retention. An explicit relationship between the conceptual framework and the operational program increases the effectiveness of such programs. Chapters titles and authors are as follows: (1) "A Context for Analyzing State Supported New Teacher Reform Efforts in California," by Laura A Wagner; (2) "Conceptual Frameworks and Models of Assistance to New Teachers," by Mary Gendernalik Cooper; (3) "Content and Strategies for Assisting New Teachers," by Diane S. Murphy, Katherine K. Merseth, and Ann I. Morey; (4) "The Role of Experienced Educators in Assisting New Teachers," by Judith H. Shulman and Victoria L. Bernhardt; (5) "The Role of the University in New Teacher Programs," by Victoria L. Bernhardt and Judith H. Shulman; (6) "Program Administration," by Louise Bay Waters, Carlyn Cates, and Cynthia Harris; (7) "Models of New Teacher Instruction Programs"; (8) "A Policy Framework for New Teacher Support," by Douglas E. Mitchell and David Hough; and (9) "Beginning Teacher Assessment Activities and Developments in California," by Gary D. Estes, Kendyll Stansbury, and Claudia Long. Appendices include a section on resources for beginning teacher support and a list of contributors. (8 references) (LMI)

ED 319 146 EA 021 885

Grubb, Ralph E.
Effects of Paired Student Interaction in the Computer Tutoring of Statistics.

PUB DATE- 64
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Computer Assisted Instruction; Cost Effectiveness; Higher Education; *Peer Teaching; *Statistics; *Tutoring
IDENTIFIERS- *Paired Student Interaction

Although computer-assisted instruction (CAI) simulates a conversation between a tutor and student, it does not permit the quality of interaction so desirable in the tutorial process. This study attempted to see if team learning techniques might be one answer to the lack of interaction in programmed instruction. What would happen if pairs of students took a CAI course cooperatively? Thirty liberal arts college students were selected for this experiment on a predictor variable, College Entrance Examination Board (CEEB) scores (verbal only), to take a computer-guided statistics course. Students were divided into low- and high-scoring groups. In each group, 10 students formed pairs and 5 worked separately as controls. After the final exam, students were administered a questionnaire designed to measure their perceptions of their performance and those of their partners, if they were paired. The results from this study seem to indicate that students paired on CEEB verbal scores as a predictor variable will do as well as their controls on a final exam in a CAI course. In addition, they can complete the course in the same amount of time as their controls. The economic advantage is quickly realized since the cost of the educational terminal device has been cut by a factor of two in the process. (MLF)

ED 319 147 EA 021 886

Klais, Madge
Bibliography of Research Related to Secondary Education.
National Center on Effective Secondary Schools, Madison, WI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 136p.; For 1989 edition, see ED 306 657.
GRANT- G-008690007
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Achievement; Annotated Bibliographies; *Change Strategies; *Educational Change; *Educational Research; *School Effectiveness; *Secondary Education

This annotated bibliography provides a recommended list of research and theoretical literature in the field of secondary education. It organizes the literature into three main topics: (1) references of general interest; (2) reform strategies designed to promote academic achievement; and (3) literature relevant to the specific research projects conducted at the National Center on Effective Secondary Schools. A new category, Student Engagement, has been developed and is entered as a subtopic under the Organizational Remedies section of the second main topic. The bibliography contains over 500 citations selected upon consultation with researchers at the National Center on Effective Secondary Schools and other universities and educational research institutions. Each citation also includes an ERIC access number, if available. (LMI)

ED 319 148 EA 021 887

English, Jill
Criteria for the Selection of Drug Abuse Prevention Curricula: A Workbook.
Northwest Regional Educational Lab., Portland, Oreg.; Western Center for Drug-Free Schools and Communities.
SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 89
NOTE- 18p.
CONTRACT- SI88A80003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum Development; *Curriculum Evaluation; *Drug Abuse; *Drug Education; Elementary Secondary Education; *Evaluation Criteria; Prevention; *Program Evaluation

The overwhelming number of drug abuse prevention curricula available to public schools often impedes the rational selection of a program based on sound prevention education strategies. Guidelines for the selection of either predeveloped or for developing curricula are included in this workbook. Suggestions for the formation of a district selection team and the organization of selection criteria are offered. Criteria are organized into the following categories: (1) goals and objectives; (2) content; (3) instructional methodologies; (4) learning opportunities; (5) materials; (6) time; (7) evaluation; and (8) district-specific criteria. Worksheets rate each curriculum to the degree that it meets each criterion. Weighted individual scores are added to generate a total curriculum score. After analysis and comparison of curricula, committee members are better prepared to reach a consensus. (6 references) (LMI)

DOCUMENT RESUME

ED 319 149 EA 021 888

Pollard, John A.; Austin, Gregory
Substance Abuse among Juvenile Delinquents and Gang Members. Prevention Research Update Number Six, Spring 1990.
Western Center for Drug-Free Schools and Communities.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 43p.; Cooperative Agreement Number S188A80003.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Delinquency; Elementary Secondary Education; *Intervention; *Juvenile Gangs; *Prevention; *Research Problems; *Substance Abuse
IDENTIFIERS- *Deviance

There is a strong statistical correlation between delinquency activity level and the level of alcohol and other drug (AOD) use in adolescents. A strong association between drug use, drug trafficking, and youth gangs has also emerged. However, several important questions concerning the relationship of delinquency, gang membership, and AOD use remain unanswered in the research literature. To address these issues, the first section of the overview summarizes current knowledge about the extent of AOD use among delinquents and the relationship between AOD use and delinquency. Recently, researchers have reached consensus regarding the existence of an underlying deviance factor associated with various deviant or risk-taking behaviors in adolescence. Evidence for this viewpoint derives from three sources: (1) etiological and risk factor research on antisocial behavior, school adjustment, family and peer influences, and intrapersonal risk factors; (2) age prevalence data; and (3) attempts to measure directly the presence of a latent deviance factor. The overview next explores the related question of gang member involvement in delinquency, drug use, and drug trafficking. The final section discusses strategies to reduce the prevalence of drug use and delinquency through prevention and intervention programs. The report also contains tables categorizing research by topics, a research abstracts section, and a bibliography of 159 references. (Author/MLH)

ED 319 150　　　　　　　　　EA 021 890

Holman, Paul C.
Grants and Contracts Handbook.
Association of School Business Officials International, Reston, VA.
REPORT NO.- ISBN-0-910170-52-5
PUB DATE- 90
NOTE- 34p.
AVAILABLE FROM- Publication Sales, ASBO International, 11401 North Shore Drive, Reston, VA 22090 ($9.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Contracts; *Educational Finance; Elementary Secondary Education; Financial Support; *Grants; *Grantsmanship; Program Budgeting; *Program Proposals; Research Opportunities; Resource Allocation

One of the roles of administration is to assist the faculty and staff of an institution in the development and administration of grants. A portion of this role includes fulfilling an obligation to sponsors who have furnished funding for vital activities by providing administrative direction. Covering such topics as preparing an application, tax exemption, cost sharing, time extensions, and proposal evaluation by the sponsor, this handbook was designed to be a basic reference for grant and contract applicants, executors, project managers, administrators, and staff. The material for this handbook is the result of 20 years' worth of collecting information and ideas from institutions, agencies, and sponsors throughout the nation and has been generalized by using the institutional business office as the institutional grants office. Individual institutions may wish to restructure this handbook and the 18 topics covered to more closely match their own institutional structure. A glossary of terms, an internal approval form, a list of budget categories, and an assurance certification declaration for the protection of human subjects are appended. (KM)

ED 319 151 EA 021 892

Flynn, Jeffrey

The Art of Investing School District Funds: Rules of the Game.

Association of School Business Officials International, Reston, VA.
REPORT NO.- ISBN-0-910170-54-1
PUB DATE- 90
NOTE- 111p.
AVAILABLE FROM- Publication Sales, ASBO International, 11401 North Shore Drive, Reston, VA 22090 ($15.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cost Effectiveness; Cost Estimates; Costs; *Credit (Finance); *Educational Finance; Elementary Secondary Education; *Interest (Finance); *Investment; Money Management; *Resource Allocation; School Funds

The "art" of investment and the relationships between the cash manager and the outside professionals who implement the steps that entail cash management are the subjects of the 11 chapters of this guide to investing school district funds. Chapter 1 describes the role and responsibility of the small school district cash manager. Chapter 2 discusses the external factors that influence investment. Investment policy is suggested in Chapter 3. Chapters 4, 5, 6, and 7 deal with cash flow forecasting, investment philosophies, investment decision analysis, and investment selection. Chapter 8 considers the costs of doing business and chapter 9 clarifies yield curves and swaps. In the last two chapters, professional financial relationships and the protection of assets are discussed. The conclusion frames the purpose of this book: School district officials are obligated to get the best possible returns and must understand major essentials of the investment process. (JAM)

ED 319 152 EA 021 893

Schrader, John
Boundary Breakers: A Team Building Guide for Student Activity Advisers.
National Association of Secondary School Principals, Reston, VA. Div. of Student Activities.
PUB DATE- 90
NOTE- 34p.

AVAILABLE FROM- Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($4.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Extracurricular Activities; *Group Discussion; Group Dynamics; *Interpersonal Communication; Interpersonal Competence; Pamphlets; Prosocial Behavior; Rapport; Secondary Education; Self Disclosure (Individuals); *Social Development; Socialization

Boundary breakers, the modern term for "icebreakers," tear down barriers that sometimes form within student groups and organizations, and offer a low-risk way for group members to become better acquainted. This document is a "hands on" booklet that covers such boundary-breaking activities as "Send a Letter," "The Lap Game," "One-Minute Interview," and "Spider Web." Each of the 26 activities within this booklet is supplied with a suggested age level, a purpose, an optimal group size, the time required, and a list of materials necessary to accomplish the goal of breaking interpersonal boundaries. (KM)

EC

ED 319 153 EC 230 840

Klein, Marsha Dunn, Ed.
Parent Articles for Early Intervention.
REPORT NO.- ISBN-0-88450-553-7
PUB DATE- 90
NOTE- 235p.
AVAILABLE FROM- Communication Skill Builders, 3830 E. Bellevue, P.O. Box 42050, Tucson, AZ 85733 (Catalog No. 7549).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adaptive Behavior (of Disabled); Cognitive Development; Communication Disorders; Daily Living Skills; Early Childhood Education; *Early Intervention; Educational Equipment; Emotional Development; Hearing Impairments; Motor Development; Movement Education; *Parent Education; Parenting Skills; *Parent Materials; *Physical Disabilities; Play; Social Development; Visual Impairments

This binder includes 102 reproducible articles written specifically for the parents of children, ages 3 and younger, who have been diagnosed with physical disabilities and delays. Practitioners are encouraged to select appropriate articles and: distribute them at parent-clinician conferences; send them home with any parent communication, report cards, and homework; provide them in a waiting area; and distribute them at workshops, inservices, and during consultation. Articles are grouped into sections on: motor development (11), therapeutic movement activities (9), therapeutic equipment (7), communication (8), vision (5), hearing (7), cognitive development and play (9), personal care (6), feeding (6), emotional development (10), social development (8), and family support (16). References are listed at the end of some articles. (PB)

ED 319 154 EC 230 841

Rowland, Charity; Schweigert, Philip
Tangible Symbol Systems: Symbolic Communication for Individuals with Multisensory Impairments.
Oregon State Dept. of Higher Education, Eugene. Teaching Research Div.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- ISBN-0-88450-462-X
PUB DATE- 90
NOTE- 68p.
GRANT- G008530113
AVAILABLE FROM- Communication Skill Builders, 3830, E. Bellevue, P.O. Box 42050, Tucson, AZ 85733 ($69.00 complete system, Catalog No. 7638-Y; $16.95 manual only, Catalog No. 7694-Y).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Assistive Devices (for Disabled); *Communication Aids (for Disabled); Elementary Secondary Education; Interpersonal Communication; Manual Communication; *Nonverbal Communication;

*Severe Disabilities; Symbolic Language
IDENTIFIERS- *Tangible Symbol Systems

This manual is intended to accompany a videotape entitled "Tangible Symbol Systems." The manual summarizes techniques shown in the videotape, gives additional background and technical information, and supplies recordkeeping forms. It is aimed at teachers, parents, and others who work with individuals who have severe/multiple sensory disabilities, and possibly cognitive disabilities as well. Techniques are applicable with subjects of all ages. The focus of these techniques is communication through iconic, manipulable, permanent, and tactually identifiable symbols that can be selected or indicated through simple motor responses such as pointing or touching. Chapters cover such issues as how to construct tangible symbol systems, how to implement their use in functional routines, and how to plan short- and long-term communication programs that will ensure progress in their use. (PB)

ED 319 155 EC 230 842

Bangs, Tina E.
The Bangs Receptive Vocabulary Checklist: Manual and Stimulus Book.
REPORT NO.- ISBN-0-88450-407-7
PUB DATE- 90
NOTE- 90p.
AVAILABLE FROM- Communication Skill Builders, 3830 E. Bellevue, P.O. Box 42050, Tucson, AZ 85733 ($49.00 complete, Catalog No. 7597-Y; $12.95 achievement profile, set of 25, Catalog No. 6774-Y; $15.00 score sheet, set of 25, Catalog No. 6775-Y).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Autism; Check Lists; Early Childhood Education; *Educational Assessment; *Handicap Identification; Hearing Impairments; Individualized Education Programs; Instructional Materials; *Language Handicaps; Mental Retardation; *Vocabulary

This package presents a standardized receptive vocabulary checklist to identify language deficits in preschool and kindergarten students, especially in students who are mentally retarded, have hearing impairments, language/learning disabilities, or autism. The checklist offers 95 vocabulary words and phrases that children normally acquire in a developmentally sequenced order between the third birthday and entry into first grade. Included are a manual; a stimulus book containing 28 picture sets; a stimulus picture card;

a collection of blocks, beads, and chips for use as manipulatives; achievement profile sheets; and score sheets. Data from this checklist is intended to help teachers and clinicians in preparing individualized education programs. (Author/PB)

ED 319 156 EC 230 843

Eastvold, Sharon Foley
Winterberry City: Map Games and Activities for Language and Problem Solving.
REPORT NO.- ISBN-0-88450-414-X
PUB DATE- 90
NOTE- 104p.
AVAILABLE FROM- Communication Skill Builders, 3830 E. Bellevue, P.O. Box 42050, Tucson, AZ 85733 ($45.00 for manual, gameboard, card decks, game pieces; Catalog No. 7598).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Daily Living Skills; *Disabilities; Elementary Secondary Education; Games; Letters (Correspondence); *Locational Skills (Social Studies); *Map Skills; *Telephone Usage Instruction; *Travel Training

This product consists of a manual, gameboard (with two sides), card decks (with addresses for starting point and destination), and manipulatives (four game pieces, flag marker, cut-out game pieces--people and bus). Only the manual has been processed and filmed here. This product presents a language-based approach to teaching map, transportation, telephone directory, and simple writing skills to teenagers and young adults. Specific abilities targeted include map use; ability to use a bus schedule in real-life situations; writing letters using appropriate grammar, sentence structure, and paragraph format; and appropriately addressing envelopes. Reproducible score sheets, phone directories and bus schedules, progress charts, and pretest and postest checklists are included. The manual describes 11 variations on the basic map game and 23 activities focusing on specific skills. (PB)

ED 319 157 EC 230 844

Scher, Joyce L.
Teaching Science to the Gifted.

PUB DATE- Apr 90
NOTE- 37p.; Paper presented at the Annual Conference of the Council for Exceptional Children (68th, Toronto, Canada, April 23-27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Elementary School Science; *Gifted; Primary Education; Problem Solving; Science Activities; *Science Experiments; *Science Instruction; *Teaching Methods

Science teaching practices at the Long Island School for the Gifted emphasize hands-on experiments where children do the work and the teacher assists learning. This approach bypasses the reading/writing barrier that prevents some children from learning science. Many science experiments are described, including a first-grade lesson on using thermometers, a kindergarten lesson which involves playing with "traffic" lights (colored light bulbs) with light-emitting diodes, and a second-grade lesson on wave motion. The use of problem solving is addressed through experiments in which students manage, using materials found in the classroom, to float a potato, and develop a way to throw a raw egg in the air and have it drop without breaking. Experiments in electronics, chemistry, and biology which were performed during a parents' visit to the third-grade classroom are described. Also included is a diary of a teacher's experiences with a sixth-grade "mechanical genius." (JDD)

ED 319 158 EC 230 845

Teas, Brenda
A Recruitment Program for Critical Shortage Elementary Level Special Education Teachers and Related Service Personnel.

PUB DATE- 27 Nov 89
NOTE- 126p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disabilities; Elementary Education; Program Development; School Districts; *School Psychologists; *Special Education Teachers; *Teacher Recruitment; *Teacher Supply and Demand; *Therapists

A county (Harris County, Texas) education agency, along with Special Education Directors and Personnel Officers from the county's 24 school districts, identified problems in recruiting special education teachers and such related service personnel as psychologists, psychological associates, educational diagnosticians, speech therapists, art therapists, and music therapists. A goal was established to develop recruitment services that would help relieve the critical shortages, with three objectives: (1) train personnel in the Psychological Services Division to perform recruitment activities; (2) develop pools of critical shortage applicants available to work for the school districts; and (3) explore the feasibility of providing a Critical Shortage Job Fair. As a result of the practicum, job pools were developed in six occupational areas and made available to school districts; staff of the Psychological Services Division became skilled at carrying out the recruitment process for developing the job pools; and a decision was made not to hold a nationwide job fair due to a lack of graduates available for employment from other states. Appendixes contain forms used in evaluating the feasibility of the job fair and a "Recruitment Project Procedures Manual," which details the steps involved in advertising job vacancies, responding to inquiries, interviewing, recordkeeping, and communicating with the school districts. Includes 39 references. (Author/JDD)

ED 319 159 EC 230 846

Johnsen, Susan K.

The Validity and Reliability of Instruments Used in Identifying Gifted and Talented Students.

PUB DATE- 89
NOTE- 39p.; Paper presented at the Conference of the National Association for Gifted Children (Orlando, FL, October 30-November 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aptitude Tests; Elementary Secondary Education; *Gifted; *Screening Tests; Testing Problems; Test Reliability; *Test Reviews; *Test Validity

This paper rates the technical aspects of 41 tests that match characteristics associated with giftedness, using criteria developed in "A Consumer's Guide to Tests in Print" (Hammill, Brown, Bryant, 1989). A summary of validity studies showing these tests' use in identifying gifted youngsters for special programs is also provided. In this sample of 41 tests, only 32% of the tests meet acceptable standards in the technical area and only 22% report any validity studies with gifted samples. Recommendations are made to professionals involved in the screening and placement of gifted children. Includes 54 references. (Author/PB)

ED 319 160 EC 230 847

Hedberg, Natalie L.; And Others
The Challenge of Collecting Stories from Language Disabled Preschool Children.
PUB DATE- Nov 89
NOTE- 9p.; Paper presented at the Annual Meeting of the American Speech-Language-Hearing Convention (St. Louis, MO, November 17-20, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Data Collection; Factor Analysis; *Language Handicaps; Preschool Education; Psychological Evaluation; Research Methodology; *Story Telling; *Testing Problems; Test Reliability; *Test Validity
IDENTIFIERS- *Story Schema; *Story Telling By Children

This study examined efficacy of different story collection procedures with normally developing (N=10) and language disordered (N=6) preschool children. Factor analyses probed such possible interfering factors as home vs. school environments, familiarity of the story requester, coaxing cues, stimulus structure, and presence of such props as dolls and toys. Results indicate that current methods are not fully capable of eliciting a story that is fully representative of a preschool language disordered child's story schema. (PB)

ED 319 161 EC 230 848

Dunn, Janice

An In-Service Program To Foster the Teaching of Life Skills to Moderately Retarded Elementary School Students.

PUB DATE- 16 Jan 89
NOTE- 56p.; Ed.D Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Daily Living Skills; Decision Making Skills; *Developmental Disabilities; Elementary Education; Home Economics Skills; *Inservice Teacher Education; Mental Retardation; *Moderate Mental Retardation; Self Care Skills; *Teaching Methods

This practicum report was designed to foster the teaching of life skills to moderately retarded elementary students, the goal being teacher implementation of appropriate life-skills programs for developmentally delayed students. A 2-day workshop was developed to allow teachers from different communities to share strategies and materials. Follow-up classroom visits were provided. Results indicated that all 15 teachers who participated included life-skills training in their programs for developmentally delayed students. Appendixes include evaluation materials and an observation checklist. Contains 32 references. (Author/PB)

ED 319 162 EC 230 849

Quill, Kathleen Ann
A Model for Integrating Children with Challenging Behaviors.
PUB DATE- Dec 89
NOTE- 8p.; Paper presented at the Annual Conference of the

Association for Persons with Severe Handicaps (16th, San Francisco, CA, December 7-9, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autism; Developmental Disabilities; Elementary Education; Leisure Education; *Mainstreaming; Parent Counseling; *Parent School Relationship; Parent Teacher Conferences; *Parent Teacher Cooperation; Peer Counseling; *Rural Schools; School Community Relationship
IDENTIFIERS- Massachusetts

Parents and professionals in rural Massachusetts collaborated on a project designed to integrate children with behaviors associated with autism and pervasive developmental disorders into a community elementary school. This paper describes implementation of program features for 11 autistic children. Features of the program include family and faculty consultation services, peer support for leisure skills, and curriculum focus on learning through movement. Contains seven references. (PB)

ED 319 163 EC 230 850

Flom, Barbara

Self Concept: Learning Disabled vs. Non-Learning Disabled College Students.

PUB DATE- 86
NOTE- 12p.; Summary of a Master's Thesis, University of Wisconsin-Stout.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *College Students; Comparative Analysis; Ethics; Higher Education; *Learning Disabilities; Moral Values; *Self Concept; *Self Concept Measures; Self Esteem
IDENTIFIERS- Tennessee Self Concept Scale

Learning disabled (LD) (N=16) and non-learning disabled (non-LD) (N=16) college students completed the Tennessee Self-Concept Scale and were compared with regard to various aspects of self-concept. Mean scores of LD students were higher than those of non-LD subjects on the overall scale and all eight subscales, but differences between group means were significant only on the subscale measuring ethical-moral self-concept. No other significant differences were found between self-concept in LD and non-LD subjects. Contains 10 references. (Author/PB)

ED 319 164 EC 230 851

Annual Report to Membership, 1987. The President's Committee on Employment of the Handicapped.

President's Committee on Employment of the Handicapped, Washington, D.C.

PUB DATE- 87
NOTE- 38p.; For related documents, see EC 230 852-853.
AVAILABLE FROM- President's Committee on Employment of the Handicapped, 1111 20th St., N.W., Suite 636, Washington, DC 20036 (also available on request in cassette tape, Braille text and large print, 14 point text).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)
DESCRIPTORS- Adults; *Advisory Committees; *Committees; *Disabilities; Employment Problems; *Group Membership; Planning
IDENTIFIERS- *Presidents Committee on Employment of Handicapped

This annual report updates membership data for the President's Committee on Employment of the Handicapped, recaps the members' creed, and lists appointments to the executive committee. Committee infrastructure and personnel are discussed. The year's activities of the Public Affairs Section included work on: National Employ the Handicapped Week, print media coverage, national contests, 1986 award programs, the speakers' bureau, the "ACTION" campaign, development of work incentives in social security programs, airline access, and cooperation with the National Safety Council Activities of the Office of Plans, Projects and Services. Other services and meetings included implementation of the Job Accommodation Network, the computerized electronic mail service, the Hospitality Industry conference, the Federal Employment conference, the conference on Black Persons with Disabilities, the Parent/Employer conference, and the High School/High Tech career development program. Activities of the Office of Research and Publications included seven new publications, publication of a quarterly magazine, and development of a computerized database. An appendix lists proposed projects for the upcoming year (1987). (PB)

DOCUMENT RESUME

ED 319 165 EC 230 852

Annual Report 1987-1988. The President's Committee on Employment of the Handicapped.

President's Committee on Employment of the Handicapped, Washington, D.C.

PUB DATE- 88

NOTE- 30p.; For related documents, see EC 230 851-853.

AVAILABLE FROM- President's Committee on Employment of the Handicapped, 1111 20th St., N.W., Suite 636, Washington, DC 20036 (also available on request in cassette tape, Braille text and large print, 14 point text).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)

DESCRIPTORS- Adults; *Advisory Committees; *Committees; *Disabilities; Employment Problems; *Group Membership; Planning

IDENTIFIERS- *Presidents Committee on Employment of Handicapped

This annual report updates membership data for the President's Committee on Employment of the Handicapped, recaps the members' creed, and lists appointments to the executive committee. A map shows locations of governors' committees. Committee infrastructure and personnel are discussed, along with the year's projects for the Public Affairs Section, the Office of Plans, Projects and Services, and the Office of Research and Publications. An appendix lists publications by the committee. (PB)

ED 319 166 EC 230 853

Fiscal Year 1988 Report. The President's Committee on Employment of People with Disabilities.

President's Committee on Employment of the Handicapped, Washington, D.C.

PUB DATE- 88
NOTE- 13p.; For related documents, see EC 230 851-852.
AVAILABLE FROM- President's Committee on Employment of the Handicapped, 1111 20th St., N.W., Suite 636, Washington, DC 20036 (also available on request in cassette tape, Braille text and large print, 14 point text).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)
DESCRIPTORS- Adults; *Advisory Committees; *Committees; *Disabilities; Employment Problems; *Group Membership; Planning
IDENTIFIERS- *Presidents Committee on Employment of Handicapped

This annual report covers employment programs, public affairs, and legislative activities of the President's Committee on Employment of People with Disabilities. Projects of the Office of Plans, Projects and Services discussed include a hearing assessing implementation of the Carl D. Perkins Act, the Job Training Partnership Act, the Job Accommodation Network, the High School/High Tech project, a forum on Employing Disabled Veterans, conferences on minority Americans with disabilities, the White House Forum on Supported Employment, and the committee's annual national conference. An appendix lists members of the executive committee. (PB)

ED 319 167 EC 230 854

Weller, Carol; Strawser, Sherri

Investigation of Subtypes and Severities of Learning Disabled Adults.

PUB DATE- 90
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Classification; *Educational Diagnosis; *Handicap Identification; Individual Characteristics; *Learning Disabilities; *Vocational Rehabilitation
IDENTIFIERS- *Severity (of Handicap)

This study sought to empirically identify subtype and severity patterns prevalent among learning-disabled adults and apply this information to strategies that rehabilitation counselors could use to improve the probability of job success of their clients. Subjects (n=219) were administered standardized measures of intelligence, achievement, and adaptive behavior. Subtype information was obtained from a subtype identifier and severity information from a severity identifier. Five dichotomous subtypes, which were distinctly different from one another, were identified. Severity represented a continuum, but could be arbitrarily divided into five levels to represent dichotomous groups. The subtypes were named Non-Learning Disabled, Production Deficit, Verbal Organizational Disorder, Nonverbal Organizational Disorder, and Global Functional Disorder. The severity levels were named mild, mild-to-moderate, moderate, moderate-to-severe, and severe. When characteristics of subtypes and severities were analyzed, severity levels were found within each subtype. Rehabilitation counselors can use subtype information to determine clusters of behaviors that are problematic and require further assessment or intervention. Severity information can be used to ascertain adaptive abilities and disabilities of clients and the extent to which a client must rely on other people to succeed in social and work settings. (JDD)

Gallagher, James J.; And Others
The Generation of Policy Options: The Family.
North Carolina Univ., Chapel Hill. Carolina Inst. for Child and Family Policy.
PUB DATE- Jun 89
NOTE- 37p.; For related documents, see EC 230 856-857.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Delivery Systems; *Disabilities; *Early Intervention; *Educational Legislation; Evaluation Methods; Family Characteristics; *Family Programs; Federal Legislation; Infants; *Policy Formation; Preschool Education; Services; Toddlers
IDENTIFIERS- Case Management; *Education of the Handicapped Act Amendments 1986

This report discusses family policy issues raised by the implementation of Public Law 99-457, Part H, the Infants and Toddlers section of the Education of the Handicapped Amendments of 1986. The report is the outcome of a policy options work conference in which a small group of knowledgeable parents and professionals identified key policy issues. The three issues selected as most important by the group are discussed. These issues are: (1) the definition of services to which children and families are entitled; (2) the role of the case manager; and (3) the identification of family strengths and needs. Policy options available to deal with each issue are outlined, along with the positive and negative consequences of each option. Includes 10 references. (JDD)

ED 319 169 EC 230 856

Harbin, Gloria; And Others

States' Progress Related to Fourteen Components of PL 99-457, Part H.

North Carolina Univ., Chapel Hill. Carolina Inst. for Child and Family Policy.
PUB DATE- Oct 89
NOTE- 50p.; For related documents, see EC 230 855-857.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Compliance (Legal); *Disabilities; *Early Intervention; *Educational Legislation; Federal Legislation; Federal State Relationship; Infants; Needs Assessment; *Policy Formation; Preschool Education; *Program Development; *State Programs; Toddlers
IDENTIFIERS- *Education of the Handicapped Act Amendments 1986

This study was conducted to measure the progress that states have made with regard to the 14 components in Part H of Public Law 99-457, after about 1 year of funding. Forty-seven State Part H Coordinators completed and returned the State Progress Scale between January and April of 1989. For each of the 14 components, progress was assessed in three areas: policy development, policy approval, and policy implementation. Results of the study indicate: (1) every state has made some progress in several of the 14 components; (2) states have made more progress in policy development than in policy approval or implementation; (3) the area of policy development in which the most progress was reported was "definition of developmentally delayed"; and (4) the areas of least progress related to financial issues and interagency coordination. Results show that many states will have trouble in meeting the 1990 timeline required by the legislation. A number of options are presented as possible federal solutions to encourage states to implement the law and help states avoid the problem of non-compliance. A 12-item bibliography concludes the paper. (JDD)

ED 319 170 EC 230 857

Wenger, Marta; And Others
Physician Involvement in Planning for P.L. 99-457 Part H: Interagency Coordinating Council Roles and System Planning Issues.
North Carolina Univ., Chapel Hill. Carolina Inst. for Child and Family Policy.
PUB DATE- Nov 89
NOTE- 47p.; For related documents, see EC 230 855-856.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agency Cooperation; Attitudes; *Disabilities; *Early Intervention; *Educational Legislation; Eligibility; Federal Legislation; *Physicians; *Policy Formation; Preschool Education; State Programs; *Statewide Planning
IDENTIFIERS- *Education of the Handicapped Act Amendments 1986

The results of a survey of physicians actively involved at the state level in policy development for Part H of Public Law 99-457 are reported. A questionnaire was completed by a total of 125 physicians, including physicians identified as Interagency Coordinating Council (ICC) members and physicians who served as state chapter representatives to the American Academy of Pediatrics conference on Public Law 99-457. Examined are the roles physicians have taken in state planning for early intervention services for infants and toddlers with developmental delays, their attitudes toward the eligibility of at-risk children under Part H, their assessment of the relationship between the private health sector and the public human service system, and their perspectives on the major barriers to implementation. Findings included, among others, that six states had no physicians involved in the work of their ICCs; that there was strong consensus in favor of broad-based eligibility criteria; and that physicians reported modest improvement in the relationship between the private health care sector and the public human service system since enactment of the law. Policy implications are outlined. An appendix contains the survey form, and 15 references are cited. (JDD)

ED 319 171 EC 230 858

James, Deborah Anne
Behavior Modification Project: Reducing and Controlling Calling Out Behaviors.
PUB DATE- 1 Jan 90
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Change; *Behavior Problems; *Classroom Communication; *Classroom Techniques; *Emotional Disturbances; Intermediate Grades; Intervention; Outcomes of Treatment; Student Behavior; Teacher Student Relationship
IDENTIFIERS- *Disruptive Behavior; *Self Monitoring

The purpose of this study was to determine which behavior modification procedures were the most effective in reducing and controlling the inappropriate calling out behavior of a fifth-grade socially and emotionally disturbed student. Three phases of interventions were involved. As the study began, the resource room instructor was using a behavior modification system based on a token economy. Subsequently, a group contingency approach was used to reinforce appropriate behavior; students were given a cardboard cube with messages for the teacher, to limit unnecessary oral teacher-student communication; in addition, the seating arrangement was changed. In phase two, a class meeting was held to discuss the problem of calling out behavior, the students participated in a role playing activity emphasizing the importance of raising one's hand to be called on, and writing notes reading "Do Not Call Out In Class" were posted on each student's desk. Phase three involved a private confrontation with the subject about his behavior, establishment of a self-recording program, and development of a behavior contract. Data showed that the first two phases did not achieve the desired results of reducing the student's calling out behavior. The most effective technique used was the self-recording treatment. Seven references are cited. (JDD)

ED 319 172 EC 230 859

Sosnowsky, William Paul, Comp.; And Others

Inclusive Education: Toward the Maximum Potential. LRE Bows to the Least Restrictive Alternative. A Bibliography and Directory.

Macomb Intermediate Center, Mt. Clemens, MI.; Wayne State Univ., Detroit, Mich. Coll. of Education.; Wayne State Univ., Detroit, MI. Developmental Disabilities Inst.

PUB DATE- 15 Jan 90
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Definitions; *Disabilities; Educational History; Elementary Secondary Education; Federal Legislation; *Mainstreaming; *Normalization (Handicapped); Social Integration; State Legislation; Vocabulary
IDENTIFIERS- Michigan

Definitions of least restrictive environment (LRE), inclusive education, and mainstreaming are offered, supported by position statements and policies of the Michigan Board of Education, Michigan Department of Education, and the Council for Exceptional Children. Thirty-six terms related to inclusive education, such as integrated education and community inclusion advocacy, are listed. Federal and Michigan statutes and regulations regarding LRE are cited. A bibliography of monographs, periodical articles, and reports listed approximately 500 citations on LRE, divided into a section of contemporary literature and a section of historical (pre-Public Law 94-142) literature. A directory of organizational and individual resources concludes the document. (JDD)

ED 319 173 EC 230 860

Guidelines for Integration of Learners with Severe Handicaps. Derived from Experiences of Indiana's Federal Statewide Systems Change Project.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Nov 89
NOTE- 135p.; For related documents, see EC 230 861-862.
GRANT- G00-86-C-3013
AVAILABLE FROM- Blumberg Center for Interdisciplinary Studies in Special Education, School of Education 502, Indiana State University, Terre Haute, IN 47809 ($2.00, make checks payable to Indiana State University).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use

(055)
DESCRIPTORS- *Delivery Systems; Educational Change; *Educational Improvement; Educational Philosophy; *Educational Practices; Elementary Education; Inservice Teacher Education; *Mainstreaming; Preschool Education; Program Administration; *Severe Disabilities; Social Integration; Special Education; Student Evaluation; Teaching Methods

The Statewide Systems Change Project for the Severely Handicapped was a federally funded project established to develop activities to improve the quality of special education and related services for learners with severe handicaps and to encourage a change in service delivery from segregated to integrated environments. The project identified best educational practices and implemented them within a delivery system involving an agency for preschoolers with severe handicaps, a special education program for elementary-aged learners, and a regular integrated education program. Guidelines for systems change are presented in the areas of philosophy, assessment, instruction, related services, staff development, and administration. Appendices, which comprise the bulk of the guidelines, include: best educational practice statements, a sample philosophy statement, activities for promoting acceptance among participants in integrating learners with severe handicaps, age-appropriate opportunities for integration, an ecological inventory, functional curriculum concepts, community-based instruction, intervention strategies, instructional goals, a needs assessment instrument, a strategy for staff development, a policy and procedures review of special education programs, a transition procedure, a neighborhood preschool physical facilities checklist, community services survey, information on working with a steering committee, and an evaluation framework. Forty references, a list of films used in the project, and a glossary conclude the work. (JDD)

ED 319 174 EC 230 861

"Optimal Practice Inventory for the Severely Handicapped Including Deaf/Blind." Results of the Survey.

Indiana State Univ., Terre Haute. Blumberg Center for Interdisciplinary Studies in Special Education.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 89
NOTE- 43p.; For related documents, see EC 230 860 and EC 230 862. Conducted by Indiana's Federal Statewide Systems Change Project. Appendix A, the survey instrument, will not reproduce well due to broken type.
GRANT- G00-86-C-3013
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum; Deaf Blind; *Delivery Systems; *Educational Practices; Elementary Secondary Education; Individualized Education Programs; *Mainstreaming; Parent School Relationship; Preschool Education; Program Evaluation; Rural Education; *Severe Disabilities; Social Integration; State Surveys; Teaching Experience; Transitional Programs; Urban Education
IDENTIFIERS- Indiana

A survey was sent to 1,153 Indiana special education teachers, special education directors, principals, and parents, and 447 usable responses were received. The purpose of the survey was to describe and assess current service delivery systems within Indiana for children with severe handicaps. Part One of the survey gathered data on: the types of handicaps that students placed in classes for the severely handicapped might have, the setting in which the program is located, the scope of Individualized Education Programs, the number of years of teacher experience, the number of students each teacher serves, the number of students with severe handicaps in classes with nonhandicapped students, and whether the setting is rural or urban. Part Two analyzed specific "best educational practice" information regarding age-appropriate placement with nonhandicapped peers, social integration, curriculum and instruction, home-school partnership, transition planning, related services, and program evaluation. Results of the survey are presented in both text and table formats. Appendices contain a sample of the survey form and a list of survey items organized according to the best educational practice each represents. (JDD)

ED 319 175 EC 230 862

"Survey of Agency Services to Persons Who Have Severe Disabilities." Results of the Survey.

Indiana State Univ., Terre Haute. Blumberg Center for Interdisciplinary Studies in Special Education.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Oct 89
NOTE- 20p.; For related documents, see EC 230 860-861.
GRANT- G00-86-C-3013

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agency Cooperation; Agency Role; Day Care; Day Programs; Educational Objectives; Elementary Secondary Education; *Human Services; *Mainstreaming; Preschool Education; Respite Care; *Severe Disabilities; Social Agencies; *Social Integration; *Transitional Programs

The survey was designed to describe and assess the types of services that Indiana agencies provide to learners with severe handicaps. The survey consisted of a section on general descriptive information and sections on daycare and transition services. Sixty-two surveys were distributed to service agencies, and 39 were returned, representing 97 counties serving 3,608 persons with severe handicaps. The survey collected information regarding types of disabilities, settings of service, types of goals written into individualized instruction plans, day placement with nonhandicapped peers, barriers to integration, integration plans, respite care, daycare provisions, written transition agreements between schools and agencies, existence of timetables for transition objectives, and participants in the transition planning process. Results suggest that agencies provide a vast majority of their services at the agency site rather than in natural environments, a number of agency clients were participating with nonhandicapped peers in a variety of day placements, a relatively low number of agencies were providing respite care, and transition services were frequently implemented by preschool service providers. A sample of the survey form is appended. (JDD)

ED 319 176 EC 230 863

Guides in Gifted Education.

New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.
PUB DATE- 87
NOTE- 181p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Ability Identification; Curriculum Development; Disadvantaged; Elementary Secondary Education; *Enrichment Activities; Evaluation Methods; *Faculty Development; Fine Arts; *Gifted; *Program Development; Special Programs; Student Evaluation; *Talent
IDENTIFIERS- *New Jersey

The guides aim to help New Jersey school administrators and staff undertake the process of developing and implementing programs for their gifted students. The first guide deals with staff development, focusing on criteria to consider when selecting teachers of the gifted, teacher training, and stages of staff development. Appendices offer information on differentiated curriculum enrichment and a staff development program model. The second guide covers identification procedures, outlining myths in gifted identification, principles of identification, and three stages of identification (nomination, assessment, and evaluation). The third guide presents a proposed enrichment matrix. This guide discusses the qualifiers of an enriched curriculum, the differences between programs and provisions for gifted students, and suggestions on structuring and applying an enrichment matrix. The fourth guide focuses on the disadvantaged gifted, discussing identification through talent searches, the use of differential programming, and special services. It includes a listing of assessment instruments and recommendations for their use, and a matrix of promising identification practices. The final guide covers the arts, addressing identification criteria, development and implementation of differentiated programs, out-of-school activities, and program evaluation. Each section contains a reader feedback form and some have a bibliography. (JDD)

ED 319 177 EC 230 865

Swartz, Stanley L.
Evaluatinag Case Study Methods Used To Diagnose Behavior Disorders.

PUB DATE- Nov 89
NOTE- 19p.; Paper presented at the Annual Conference of Teacher Educators of Children with Behavioral Disorders (13th, Tempe, AZ, November 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Disorders; *Case Studies; Educational Diagnosis; Elementary Secondary Education; *Eligibility; Evaluation Criteria; *Evaluation Methods; Preschool Education; *Referral; Special Education; *Student Evaluation; Student Placement
IDENTIFIERS- Illinois

The case study method used to determine eligibility for referral to special education in Illinois is examined. Required case study components in Illinois include an interview with the child, consultation with the child's parents, social developmental study, assessment of the child's adaptive behavior, assessment of the child's cultural background, medical history/current health status, vision and hearing screening, academic history, assessment of current educational functioning and level of educational achievement, evaluation of learning processes, assessment of learning environment, and specialized evaluations, including speech/language and psychological, as needed. A total of 549 professionals were surveyed, including regular and special education teachers, administrators, psychologists, school social workers, and other practitioners. Respondents were asked to rate usefulness of the various case study components and indicate what professional should have primary responsibility for component completion. Overall ratings for usefulness of case study components were high. Highest ratings were for current educational functioning and psychological evaluation. In general, components that were psychoeducational and medical ranked as more useful than those that were sociological/environmental. Teachers, psychologists, and social workers emerged as primary diagnosticians. Modifications of case study components for different age levels and for variations in severity of behavior disorder are also examined. (JDD)

ED 319 178 EC 230 867

Special Education: Estimates of Handicapped Indian Preschoolers and Sufficiency of Services. Briefing Report to Congressional Requesters.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-90-61BR
PUB DATE- Mar 90
NOTE- 69p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies $2.00; 100 or more copies, 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Access to Education; *American Indian Education; American Indian Reservations; American Indians; *Disabilities; Educational Supply; Federal Government; *Federal Indian Relationship; Federal State Relationship; *Government Role; *Handicap Identification; Preschool Children; Preschool Education; School Support; Special Education; State Government; Teacher Supply and Demand

This report discusses the number of handicapped Indian preschoolers on the 63 reservations with schools administered by the Bureau of Indian Affairs (BIA) and the sufficiency of services they receive. Information for the report was obtained from BIA's special education coordinators. The report estimates that 2,948 handicapped Indian children aged 3 and 4 live on the 63 reservations. Only 838 were receiving special education services in school year 1988-89 from one or more service providers, including BIA, Head Start, Indian Head Start, and local public school districts. Of the 2,110 preschoolers who were not receiving special education services, about 1,237 were not individually identified and located, a process required by federal regulations. Of the 791 handicapped Indian preschoolers with Individualized Education Programs (IEPs), at least 24% were receiving fewer services than their IEPs prescribed. Preschoolers received insufficient services because of shortages of qualified personnel and inadequate funding to hire them. In addition, BIA, the Department of Education, and the states have differing interpretations about who must provide services to handicapped Indian children on reservations with BIA schools. Seven appendixes include: a technical description of the methodologies used to estimate the number of handicapped Indian preschoolers; the data collection instrument; and comments from the Department of the Interior. (JDD)

ED 319 179 EC 230 868

Readings about Children and Youth with Learning Disabilities. ERIC MiniBib #E465.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 3p.
CONTRACT- RI88062007
AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Annotated Bibliographies; Child Rearing; *Learning Disabilities; Teaching Methods

This "ERIC MiniBib" lists and annotates 20 monographs and booklets about children and youth with learning disabilities. The items were published between 1979 and 1989 and address child-rearing strategies, teaching methods, and career placement techniques. A source of availability is listed for each item. (JDD)

DOCUMENT RESUME

ED 319 180 EC 230 869

Taulbee, Dianne R.; And Others

Emotionally Impaired Elementary Curriculum.

Jackson County Intermediate School District, MI.
PUB DATE- 87
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Classroom Techniques; Elementary Education; *Elementary School Curriculum; *Emotional Disturbances; Microcomputers; Occupational Information; Student Educational Objectives; Student Placement; *Teaching Methods

A curriculum is presented for teaching emotionally impaired elementary students. The curriculum document describes program management techniques, strategies for developing and maintaining teacher-student relationships, and therapy/change systems. It outlines referral and eligibility procedures and exit criteria. It contains job descriptions for teacher, teacher assistant, teacher consultant, psychologist, and social worker. A section on classroom management techniques offers guidelines on safety, trust relationships, group interaction, classroom climate, classroom organization, room arrangement, class rules, behavior monitoring, behavior intervention, lunch practices, and mainstreaming. Another section describes the program focus in the curriculum areas of mathematics, language arts, social studies and science, microcomputer use, and affective development. Parent involvement is discussed. Annual goals and short-term objectives are listed. Appendices include information on dealing with failure and enhancing learning, a mainstreaming checklist, a list of curriculum materials, forms, and award materials. A bibliography lists nine suggested readings. (JDD)

ED 319 181 EC 230 870

Morocco, Catherine Cobb; And Others
The Impact of Computer-Supported Writing Instruction on the Writing Quality of Learning-Disabled Students. Final Report.
Education Development Center, Inc., Newton, Mass.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Div. of Educational Services.
PUB DATE- 30 Jan 89
NOTE- 152p.
GRANT- G0086-30149
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; *Instructional Effectiveness; Integrated Activities; Intermediate Grades; *Learning Disabilities; *Program Evaluation; Student Attitudes; *Teaching Methods; Writing (Composition); *Writing Instruction

This report describes a federally funded project to study integration of computers into the writing instruction of classroom teachers, and evaluates the impact of a computer-supported writing program on instruction, on the writing process, and on products of normally achieving and learning-disabled (LD) students. The study compared the impact of a computer-supported versus pencil-and-paper writing process program on students' writing quality and attitudes. The study involved 62 fourth-grade students in treatment classrooms using computers, 16 of whom were LD students, and 65 students in comparison classrooms not using computers, 13 of whom were LD students. Results showed modest support for a computer-supported writing environment. The computer, in combination with an instructional approach that emphasized extensive composing, revising, and individualized help, contributed to gains in writing quality. Experimental students reported a greater enjoyment of writing at the end of the study year than they reported at the beginning. (JDD)

ED 319 182 EC 230 871

Ware, Cindy
Summer Options for Teenagers.

REPORT NO.- ISBN-0-13-296443-0
PUB DATE- 90
NOTE- 637p.; An ARCO Book, distributed by Prentice Hall.
AVAILABLE FROM- Cindy Ware, Exploroptions, P.O. Box 2254, Acton, MA 01720 ($16.95 plus $3.00 shipping and handling; also available in book stores).
LANGUAGE- English
EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Books (010) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Academic Education; Adolescents; Athletics; College Programs; Employment Programs; *Enrichment Activities; Field Experience Programs; Gifted; Learning Disabilities; Outdoor Education; Physical Disabilities; *Program Descriptions; *Recreational Programs; Research Projects; Residential Programs; *Secondary Education; Student Volunteers; Study Abroad; *Summer Programs; Talent; Theater Arts; Travel; Visual Arts

This guide to more than 1,000 summer programs for teenagers encompasses recreational and academic programs sponsored by colleges, universities, independent schools, foundations, museums, nonprofit organizations, and for-profit businesses. Every program listed accepts students age 13-18; some programs also accept participants older or younger. Ninety-nine percent of the programs are residential. A section titled "The Basics" contains information about age requirements, program location and length, admissions, costs, financial resources, opportunities for students with disabilities, and different program structures (programs abroad, programs on campus, field-based programs, research programs, studio and performing arts, outdoor adventure, sports, volunteer positions and internships, and work opportunities). In the "Quick Reference Tables," programs are grouped by topic and by program structure. Then in-depth descriptions are provided for each program, listed in alphabetical order by the sponsoring organization. The in-depth descriptions cover: program name, location, description, ages, requirements, levels offered, length, dates, class size, housing, cost, financial aid, academic credit, and admissions information. A list of reference books and organizations is included. Indexes provide access for: program names; low-cost, free, and paying programs; and programs accepting students with learning disabilities and with physical disabilities. (JDD)

ED 319 183 EC 230 872

Decker, Marcia J., Ed.
Directory of Selected Early Childhood Programs, 1989-1990.
North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 90
NOTE- 295p.; For 1988-89 directory, see ED 309 616.
CONTRACT- 300-87-0163
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Agency Cooperation; *Disabilities; Early Childhood Education; *Early Intervention; Educational Legislation; Federal Legislation; Inservice Teacher Education; Mainstreaming; Preservice Teacher Education; *Program Descriptions; Rehabilitation; Severe Disabilities; State Programs; *Technical Assistance
IDENTIFIERS- Education of the Handicapped Act Amendments 1986

This directory describes several early childhood projects sponsored by the U.S. Office of Special Education and Rehabilitative Services (OSERS), including project grants administered by the National Institute on Disability and Rehabilitation Research and project grants in three categories administered by the Office of Special Education Programs: the Division of Innovation and Development, the Division of Personnel Preparation, and the Division of Educational Services, and including the Handicapped Children's Early Education Program. The directory also lists key state personnel who administer the Preschool Grants Program and the Program for Handicapped Infants and Toddlers and the chairs of the state Interagency Coordinating Councils (ICC) under Public Law 99-457. The directory is organized into four sections: (1) the "Introduction" provides an overview of early childhood programs, their purposes and activities, and the implications of Public Law 99-457; (2) the "Directory" section provides a state-by-state listing of projects, state personnel, and state ICC chairs for the 50 states and 10 other jurisdictions; (3) the "Project Abstracts" section provides half-page abstracts for each project, organized according to program category and subcategory; and (4) the "Indexes" provides two guides to project abstracts: one organized by program category and subcategory, the other by state. (JDD)

ED 319 184 EC 230 873

Christopher, James D.; And Others
A Discriminant Analysis of Variables Related to the Classification of

Students with Learning Disabilities: A Field-Based Investigation.
PUB DATE- 86
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; Discriminant Analysis; *Educational Diagnosis; Evaluation Methods; Factor Analysis; Handicap Identification; High Schools; Intelligence Quotient; *Intelligence Tests; *Learning Disabilities; *Predictive Measurement; Referral; Student Evaluation; Student Placement
IDENTIFIERS- *Wide Range Achievement Test

A discriminant analysis was performed to ascertain what psycho-educational assessment variables made the greatest predictive contribution to the classification of high school students referred for Child Study Team evaluation. Thirty-nine students classified as learning disabled were compared to 47 classified as ineligible for special services. Variables found significant were the Full Scale Intelligence Quotient, the Wide Range Achievement Test (WRAT) arithmetic subtest, a question from the student interview, and most importantly the WRAT spelling subtest. Includes 18 references. (PB)

ED 319 185 EC 230 874

Treece, Nelson L.
Use of the Cloze Procedure To Measure Reading Comprehension and Language Ability of the Deaf.
PUB DATE- Jun 89
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cloze Procedure; Curriculum Design; *Deafness; Elementary Secondary Education; Evaluation Methods; *Reading Comprehension; Reading Skills; *Reading Tests; Second Language Learning; Student Evaluation; Teaching Methods; *Test Validity

This literature review examines use of the cloze procedure for assessing reading and language competence and for planning individualized reading curricula. The first half of the paper describes studies performed with non-hearing-impaired students, discussing validation of the cloze procedure, establishment of criterion test scores, and the influence of various deletion patterns and manipulation of larger contexts. The second half covers performance by deaf subjects using the cloze procedure. Findings indicate that while cloze methods are valid for use with both native-speaking and second-language populations, its validity for reading assessment remains uncertain, and the technique cannot yet be recommended for teachers of the deaf seeking to match readers with text. Includes over 200 references. (PB)

Moore, Mary T.; Steele, Diane
The Relationship between Chapter 1 and Special Education Services for Mildly Handicapped Students: A Substudy of the National Assessment of Chapter 1.
Decision Resources Corp., Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 88
NOTE- 95p.
CONTRACT- 400-85-1008
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Demography; *Economically Disadvantaged; *Educational Legislation; Elementary Education; Eligibility; *Federal Legislation; Handicap Identification; *Mild Disabilities; *Program Evaluation; *Program Implementation; *Student Placement
IDENTIFIERS- *Education Consolidation and Improvement Act 1981

This report presents nationally representative data to contrast and compare programs developed under Chapter 1 of the Education Consolidation and Improvement Act of 1981 with special education programs for mildly handicapped pupils in elementary schools, called for by Part B of the Education of the Handicapped Act. The report describes differences between the schools and percentage of students served by each program, and the services provided by each program. It also contains information about schools' provision of dual services to students eligible for both programs, and efforts to coordinate the operation of both programs within the school. The first chapter is titled "The Distribution of Special Education Services for Mildly Handicapped Students" and addresses the distribution of special education services among districts, schools, and grades, especially as this distribution compares with that of Chapter 1 programs. Chapter 2 covers "Enrollment and Identification of Mildly Handicapped and Chapter 1 Students." The third chapter is titled "Instructional Services for Mildly Handicapped Students" and focuses on instructional setting, time and content, and teacher characteristics. The final chapter offers conclusions regarding contrasts and interactions between mildly handicapped and Chapter 1 student services. Includes 22 references. (PB)

ED 319 187   EC 230 876

Buttram, Joan L.; Kershner, Keith M.
Special Education in America's Cities: A Descriptive Study.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Council of the Great City Schools, Washington, D.C.
PUB DATE- 88
NOTE- 120p.; For a related document, see ED 294 364.
AVAILABLE FROM- Research for Better Schools, 444 North 3rd St., Philadelphia, PA 19123-4107 ($19.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Enrollment; Handicap Identification; Longitudinal Studies; Mainstreaming; Parent Grievances; *Program Effectiveness; Program Evaluation; Referral; School Funds; School Surveys; Special Education; Student Evaluation; *Student Placement; *Urban Education; *Urban Schools; Urban Studies

This study examined the management, operation, and effectiveness of special education programs in 33 urban school districts from 1984-85 through 1986-87. Data were collected on special education students, facilities, budgets, pre-referral, referral, placement, exit from special education programs, program evaluation, vocational education, related services, special education complaints and hearings, mainstreaming, and student progress evaluation criteria. Findings are organized around six underlying themes: the stability of school district enrollments and funding for special education programs; the referral and subsequent placement of students in special education programs; the incidence of complaints and hearings; the impact of federal and state regulations on program evaluation; the integration of special and regular education programs; and policy and program recommendations.

No major increasing trends were found in enrollment or expenditures over the years studied. Numbers of inappropriate referrals were reduced. Complaints and hearings were not a major problem in most areas, and most special education students were enrolled in buildings that also held regular education classes. Recommendations based on these and other findings are offered. Eleven appendices describe the study's methodology and present raw data. (PB)

ED 319 188 EC 230 877

Maternal and Child Health Research Program: I. Active Projects, 1988.
National Center for Education in Maternal and Child Health, Washington, DC.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.
PUB DATE- Oct 89
NOTE- 200p.
GRANT- MCJ-111006
AVAILABLE FROM- National Maternal and Child Health Clearinghouse, 38th and R Streets, N.W., Washington, DC 20057 (single copies free).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Child Health; *Disabilities; Health Needs; *Mothers; Perinatal Influences; *Pregnancy; *Prenatal Influences; Preschool Education; Program Descriptions; *Research Projects

This inventory summarizes information for each of 52 research projects supported by the Maternal Child Health Research Program in 1988, a number of which focus specifically on children with special education needs. Projects are divided into new and continuation projects and are listed alphabetically by state. The entry for each project contains investigator contact information, grant award information, study objectives, research questions and hypotheses, methodology, and a brief evaluation of the study's significance. (PB)

ED 319 189 EC 230 878

Lahm, Elizabeth A., Ed.

Advancing Technology Use: Barriers to Research Utilization.

Council for Exceptional Children, Reston, VA. Center for Special Education Technology.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 89
NOTE- 29p.; This paper is based on presentations made at the Advancing the Use of Technology: The Research/Practice Connection FY89 Invitational Technology Symposium (Washington, DC, June 11-13, 1989).
CONTRACT- 300-87-0115
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Assistive Devices (for Disabled); Classroom Techniques; Computer Software; *Disabilities; Elementary Secondary Education; Preschool Education; *Problem Solving; Program Development; *Program Implementation; *Research Utilization; Skill Development; Special Education; Teacher Attitudes; Teacher Certification; *Technological Advancement

This symposium report probes the barriers within special education that slow research utilization and examines positive influences on attitudes toward conducting research in practical settings. The first section presents five categories of barriers to technology implementation, outlined by Joel Mittler. Barrier categories include equipment, implementation, teacher training, teaching as a profession, and classroom environment. The second section describes factors in the success of four technology programs. Edward Blackhurst outlines the development of professional standards with respect to technology, certification and licensure standards, identification of technology skills, and teacher training. Steven Robinson describes the experience and research of the Amherst H. Wilder Foundation which indicate technology's potential in creating a powerful instructional environment. The University of Washington's approach, involving development of a grassroots network of support for classroom technology, is discussed by Owen White. Harriet Copel emphasizes that implementation requires an understanding of what motivates the individual teacher and how technology can help in each individual classroom situation. The final section of the report consolidates the thinking of the symposium participants during the process of identifying implementation barriers and possible solutions. (JDD)

ED 319 190 EC 230 879

Lahm, Elizabeth A., Ed.
Technology with Low Incidence Populations: Promoting Access to Education and Learning.
Council for Exceptional Children, Reston, VA. Center for Special Education Technology.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 89
NOTE- 50p.; This paper is based on presentations made at the Advancing the Use of Technology: The Research/Practice Connection FY89 Invitational Technology Symposium (Washington, DC, June 11-13, 1989).
CONTRACT- 300-87-0115
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Artificial Speech; *Assistive Devices (for Disabled); Computer Graphics; *Computer Software; Electronic Control; Elementary Secondary Education; Feedback; Low Incidence Disabilities; *Microcomputers; Preschool Education; Research Utilization; *Severe Disabilities; Special Education; Speech Synthesizers; Teaching Methods; Technological Advancement; *Theory Practice Relationship; Use Studies
IDENTIFIERS- Augmentative Communication Systems

This report is the product of a symposium which examined the current knowledge base of technology use in special education and identified aspects ready to be transferred into the practical setting. Presentations revolve around students with low-incidence disabilities: severe physical and severe cognitive impairments, and those impairments in combination with severe sensory impairments. Six areas of research are addressed: choice making through environmental control, means of accessing instruction, alternative and augmentative means of communicating, information feedback in instructional design, graphics in instructional design, and speech technology. The research focuses on hardware design, software design, pedagogy embodied in those designs, teaching procedures to effect optimal use, and the outcomes that the designs serve. The report concludes with a discussion of the barriers that seem to limit the transfer of the research into practice and potential solutions to those barriers. Includes almost 150 references. (JDD)

ED 319 191 EC 230 880

Assistive Technology Resource Directory.
Council for Exceptional Children, Reston, VA. Center for Special Education Technology.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jan 90
NOTE- 73p.
CONTRACT- 300-87-0115
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Assistive Devices (for Disabled); Delivery Systems; *Disabilities; Federal Government; Microcomputers; Organizations (Groups); Public Agencies; *Rehabilitation; Resources; *Technology

This annotated directory of resources is designed to assist in locating key organizations, agencies, and projects that are involved in the delivery of assistive technology services at the national, state, and local levels. Resources described include three federal agencies, nine national associations, five rehabilitation engineering centers, four state assistive technology centers, and two computer vendors. The directory provides a general overview of each agency or organization and its services, as well as information about current technology-related activities. Also included are a description of the national technical assistance project, funded by the National Institute on Disability and Rehabilitation Research, and descriptions of the nine recipients of the state technology-related assistance grants (Arkansas, Colorado, Illinois, Kentucky, Maine, Maryland, Minnesota, Nebraska, and Utah). (JDD)

ED 319 192 EC 230 881

Tips for Teaching Marginal Learners.
Appalachia Educational Lab., Charleston, W. Va.; Kentucky Education Association, Louisville.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 22p.; For a related document, see EC 230 882.

CONTRACT- 400-86-0001
AVAILABLE FROM- Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; High Risk Students; *Instructional Effectiveness; Learning Problems; *Low Achievement; Mainstreaming; *Slow Learners; *Teaching Methods

A survey was developed asking educators to describe their most effective strategies for teaching marginal learners--students who do not succeed academically in the regular classroom. A total of 97 surveys were returned, and the recommended strategies were compiled. The paper begins by describing marginal learners. This is followed by seven teaching strategy sections, focusing on: (1) peer tutoring; (2) individualized assessment; (3) individualized instruction (covering learning styles, teaching styles, individual projects, alternative assignments, adaptive materials, and team teaching); (4) group instructional strategies (direct instruction, hands-on activities, language arts skill development, and homework help); (5) positive reinforcement; (6) use of community resources; and (7) use of different organizational structures such as tutoring, resource rooms, and special programs. (JDD)

ED 319 193 EC 230 882

Drawing Marginal Learners into the Big Picture.

Appalachia Educational Lab., Charleston, W. Va.; Kentucky Education Association, Louisville.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jun 89

NOTE- 54p.; For a related document, see EC 230 881.

CONTRACT- 400-86-0001

AVAILABLE FROM- Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($5.00).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Elementary Secondary Education; High Risk Students;

*Instructional Effectiveness; Learning Activities; Learning Problems; *Low Achievement; Mainstreaming; *Slow Learners; *Teaching Methods

This study report begins with a profile of marginal learners based on current research. It continues with a question-by-question analysis of a survey which was completed by 22 teachers identified as effective in working with marginal learners. The survey gathered information concerning: (1) teacher descriptions of marginal learners, including student classroom behavior, attitudes, and learning and environmental deficits; (2) qualities of effective teachers of marginal learners, addressing personal qualities and philosophy and instructional strategies; (3) classroom organization, such as seat assignments, instructional groupings, teacher proximity, and classroom procedures; (4) organization of instructional time; (5) learning activities which provide structure and enhance affective development; and (6) specific strategies for concept review, questioning, reinforcement, motivation, self-esteem enhancement, discipline, evaluation, homework, outside class assistance, and parental contact. The report includes a copy of the survey instrument, a bibliography of 83 items, and descriptions of 15 specific instructional activities especially effective with marginal learners. (JDD)

ED 319 194 EC 230 883

Bolton, Brian; Roessler, Richard
Manual for the Work Personality Profile.
Arkansas Univ., Fayetteville. Research and Training Center in Vocational Rehabilitation.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- Dec 86
NOTE- 43p.; For related documents, see EC 230 884-887.
GRANT- G0083C0010/04
AVAILABLE FROM- Arkansas Research and Training Center in Vocational Rehabilitation, Publications Dept., P.O. Box 1358, Hot Springs, AR 71902 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Behavior Rating Scales; Diagnostic Tests; *Disabilities; *Occupational Tests; Test Reliability; Test Validity; *Vocational Evaluation

The manual introduces the Work Personality Profile (WPP), an observational work behavior rating instrument for use in situational assessment in work centers, comprehensive facilities, and employment settings. The WPP assesses such abilities as work attitudes, values, habits, and behaviors that are essential to achievement and maintenance of employment. It consists of 58 items that are completed by vocational evaluators using a standard 4-point scale. The WPP can serve as a basis for the assignment of clients to remedial programming and the measurement of improvement in targeted behaviors at regular intervals. The manual describes development of the WPP, its reliability and validity, and its applications. The manual includes the instrument, scoring key, profile report form, normative table, directions for administration and scoring, and 16 references. It also includes instructions for using the IBM-compatible floppy disk format of the WPP, which generates the score profile directly from ratings on the 58 items. Contains 16 references. (JDD)

DOCUMENT RESUME

ED 319 195 EC 230 884

Bolton, Brian
Manual for the Vocational Personality Report.
Arkansas Univ., Fayetteville. Research and Training Center in Vocational Rehabilitation.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- Mar 87
NOTE- 43p.; For related documents, see EC 230 883-887.
GRANT- G0083C0010/05
AVAILABLE FROM- Arkansas Research and Training Center in Vocational Rehabilitation, Publications Dept., P.O. Box 1358, Hot Springs, AR 71902 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adults; Computer Software; *Disabilities; Microcomputers; *Occupational Tests; *Personality Assessment; Personality Measures; *Vocational Evaluation; *Vocational Rehabilitation
IDENTIFIERS- *Sixteen Personality Factor Questionnaire; *Vocational Personality Report

The Vocational Personality Report (VPR) is a computer-generated report that provides information useful in vocational rehabilitation service planning. Input data required by the VPR are 16 raw scores from the Sixteen Personality Factor Questionnaire-Form E (16 PF-E), an inventory designed for persons with low-level language skills. The VPR generates scores on 16 vocationally relevant factors in four distinct conceptual areas: five normal personality scales, two psychopathology scales, three vocational interest scales, and six occupational scales. Written in BASIC for MS DOS machines, the VPR will run on most IBM-compatible computers. The manual includes descriptions of the 16 PF-E primary scales, summaries of VPR developmental studies, instructions for the VPR floppy disk, and 18 references. (JDD)

ED 319 196 EC 230 885

Roessler, Richard; Bolton, Brian
Manual for the Employability Maturity Interview.
Arkansas Univ., Fayetteville. Research and Training Center in Vocational Rehabilitation.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- Mar 87
NOTE- 38p.; For related documents, see EC 230 883-887.
GRANT- G0083C0010/05
AVAILABLE FROM- Arkansas Research and Training Center in Vocational Rehabilitation, Publications Dept., P.O. Box 1358, Hot Springs, AR 71902 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - General (140)
DESCRIPTORS- Adults; Career Development; Diagnostic Tests; *Disabilities; *Employment Potential; Interviews; *Maturity Tests; *Occupational Tests; Test Reliability; Test Validity; *Vocational Maturity; Vocational Rehabilitation
IDENTIFIERS- *Employability Maturity Interview

The Employability Maturity Interview (EMI) is a 10-item structured interview developed to assess readiness for the vocational rehabilitation planning process and the need for additional vocational exploration and employability services. The items deal with occupational choice, self-appraisal of abilities, self-appraisal of personality characteristics, and orientation to work. The manual describes the reliability/validity study conducted in the development of the EMI. Results showed that agreement between EMI scorers was high. Average inter-rater correlations exceeded .90 and split-half reliability estimates approached .80. The construct validity of the EMI was confirmed by predicted relationships between EMI scores and intelligence, achievement, vocational interest differentiation, general interest in work, and an independent measure of employment potential. The manual also includes scoring guidelines and 21 references. (JDD)

ED 319 197 EC 230 886

Roessler, Richard; And Others
Manual for the Work Performance Assessment.
Arkansas Univ., Fayetteville. Research and Training Center in Vocational Rehabilitation.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- May 87
NOTE- 75p.; For related documents, see EC 230 883-887.
GRANT- G0083C0010/05
AVAILABLE FROM- Arkansas Research and Training Center in Vocational Rehabilitation, Publications Dept., P.O. Box 1358, Hot Springs, AR 71902 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - General (140)
DESCRIPTORS- Adults; *Disabilities; *Interpersonal Competence; *Job Performance; *Occupational Tests; Test Reliability; Test Validity; *Vocational Adjustment; Vocational Evaluation; Vocational Rehabilitation; *Work Sample Tests
IDENTIFIERS- *Work Performance Assessment

The Work Performance Assessment (WPA) is a brief work simulation designed to evaluate job maintenance skills, emphasizing work-related social/interpersonal skills rather than specific vocational skills. The WPA uses three work samples involving sorting of food service items to measure 19 common work demands in four categories: responding to supervision, completing job tasks, cooperating with other workers, and socializing on the job. The 19 demands are presented by a supervisor to 2 trainees and require 1 hour to administer. The WPA may be scored by completing either: (1) an 83-item behavior rating form which calculates the proportion of behavioral criteria demonstrated in responding to the 19 work demands; or (2) the Work Personality Profile which provides a profile of employability strengths and limitations on 58 behaviors. The manual includes results of reliability/validity studies, the WPA script and rating form, a work break rating form, and 21 references. (JDD)

ED 319 198 EC 230 887

Bolton, Brian
Manual for the Occupational Report.

Arkansas Univ., Fayetteville. Research and Training Center in Vocational Rehabilitation.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- Jun 87
NOTE- 39p.; For related documents, see EC 230 883-886.
GRANT- G0083C0010/05
AVAILABLE FROM- Arkansas Research and Training Center in Vocational Rehabilitation, Publications Dept., P.O. Box 1358, Hot Springs, AR 71902 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - General (140)
DESCRIPTORS- Adults; *Disabilities; Microcomputers; *Occupational Tests; *Vocational Aptitude; Vocational Evaluation; *Vocational Interests; Vocational Rehabilitation
IDENTIFIERS- *Occupational Report

The Occupational Report (OR) is a computer-generated report that provides occupational information for planning vocational rehabilitation services. Input data includes raw scores from the USES (United States Employment Service) Interest Inventory and raw scores from either the General Aptitude Test Battery or the Non-Reading Aptitude Test Battery. The OR generates: (1) an occupational interest profile with 12 ranked interest areas; (2) an occupational aptitude profile with nine ranked aptitudes; and (3) lists of work groups for which the client has high-level and medium-level aptitudes for success. The OR may generate a list of supplementary work subgroups for which individuals who function below minimal aptitude levels possess employment potential. The OR will run on most IBM-compatible computers. Includes 13 references. (JDD)

ED 319 199 EC 230 888

Hill, Bradley K.; And Others
Living in the Community: A Comparative Study of Foster Homes and Small Group Homes for People with Mental Retardation. Project Report 28.
Minnesota Univ., Minneapolis. Center for Residential and Community Services.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.

PUB DATE- Dec 89
NOTE- 215p.
GRANT- 90DD0051; 90DD0145
AVAILABLE FROM- Center for Residential and Community Services, Institute on Community Integration, University of Minnesota, 207 Pattee Hall, 150 Pillsbury Dr., S.E., Minneapolis, MN 55455 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Foster Care; Adults; Attitudes; Community Programs; Demography; *Developmental Disabilities; *Group Homes; *Mental Retardation; National Surveys; Normalization (Handicapped); Quality of Life; Residential Care; Social Integration

The study surveyed 181 specialized foster care homes or small (with 6 or fewer residents) group homes providing residential care for persons (N=336) with mental retardation and related developmental disabilities. The study found that the community residential facility sample was generally much less well integrated into the life of the community than was a sample of the general population. Differences were greatest in the areas of vocational/educational integration and social integration. Differences were least and actually favored the sample of persons with mental retardation in community residential facilities in the area of leisure/recreational integration. The study also found that many residents, even those with severe impairments, are functioning well in small living arrangements in normal communities. High rates of satisfaction and relatively positive community and neighborhood acceptance were reported. Specific results are reported in chapters on: facility and care provider characteristics (e.g., size, operator type, admission requirements, licensing and monitoring, preservice training, salaries); resident characteristics, relationships, and activities (e.g., demographics, level of retardation, health limitations, family contact, leisure activities); program characteristics (e.g., case management, program plans, and specialized services); and integration into the life of the community. Contains about 200 references.

ED 319 200 EC 230 889

Murphy, Mark S.; And Others
Career Special Education Framework.
Santa Clara County Office of Education, San Jose, Calif.

PUB DATE- 87
NOTE- 91p.; Sponsored by the K-12 Career Education Consortium.
AVAILABLE FROM- C/VEG Publications, Santa Clara County Office of Education, 100 Skyport Dr., Mail Code 236, San Jose, CA 95115.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; *Behavioral Objectives; *Career Education; Communication Skills; Curriculum; Daily Living Skills; Elementary Secondary Education; Health Education; *Individualized Education Programs; *Mental Retardation; Recreation; *Severe Disabilities; Social Development; *Student Educational Objectives

The manual presents a set of career education goals and objectives to be used in developing Individualized Education Programs for severely handicapped and other special education populations in grades K through 12. The framework includes 7 content areas, 18 main goals, 80 main objectives, and 512 menu items. It is designed so that teachers, after identifying present level of performance in the content areas, can choose from a "menu" of items those objectives most critical to the student's career development and most appropriate for his/her current functioning level. The seven main areas are: (1) language/communication, (2) applied/functional academics, (3) motor/recreation, (4) social/emotional, (5) independent living/domestic, (6) career development, and (7) health. Objectives are keyed to curriculum resources and materials which are listed with addresses. Appendixes provide a tabular cross reference between the Career Special Education Framework and eight curricula. (DB)

ED 319 201 EC 230 890

Murphy, Mark S.; And Others
A Road Map to Transition for Young Adults with Severe Disabilities.
Santa Clara County Office of Education, San Jose, Calif.
PUB DATE- Apr 89
NOTE- 47p.; A product of the Career/Vocational Education Unit of the Santa Clara County of Education. Figures 1 and 2 will not reproduce well due to small, filled type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agencies; *Delivery Systems; *Education Work Relationship; Individualized Education Programs; Individual Needs; Parent School Relationship; Placement; *Program Development; Secondary Education; *Severe Disabilities; *Transitional Programs
IDENTIFIERS- *Individualized Transition Plans

The manual is designed to provide educators, parents, and severely handicapped students in Santa Clara County (California) with a guide to a 4-year transition process. The process has four components: transition foundation (basic skill development from birth to age 21), transition process (planning and implementation of training and other services from age 14), transition culmination (gradual shifting of responsibility from the educational system to the family and adult service delivery system during the last 2 years of secondary school and the first 2 years after school separation), and transition followup (the monitoring of student outcomes and provision of referral services by the educational system for 2 years after movement into employment and the community). Specific sections of the manual focus on the roles of special education, of parents and students, of the Vocational Transition Specialist, and of agencies. Specific activities for each of the 4 years before a student graduates are outlined and detailed with development of the Individualized Transition Plan a key part of year 1, exploration of options important in year 2, and becoming acquainted with adult service providers part of years 3 and 4. Various questionnaires to help evaluate options and programs are included. (DB)

ED 319 202 EC 230 891

Bruininks, Robert H.; Thurlow, Martha L.
Evaluating Post-School Transition of Secondary Students with Moderate to Severe Handicaps. Final Report.
Minnesota Univ., Minneapolis. Dept. of Educational Psychology.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- Mar 88
NOTE- 42p.; For a related document, see EC 230 892.
GRANT- G008435056
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)

DESCRIPTORS- *Education Work Relationship; Employment Patterns; *Followup Studies; *Graduate Surveys; Group Homes; Interviews; Moderate Mental Retardation; *Research Methodology; Secondary Education; *Severe Disabilities; Social Integration

The final report describes a 3-year project which had four primary objectives: (1) development of a followup system feasible for schools to use to obtain information on individuals with handicaps who leave school; (2) data collection on three special education samples; (3) data analysis to evaluate long-term effects of secondary programs and feasibility of the follow-up system for school use; and (4) dissemination of research findings and follow-up procedures. The study incorporated descriptive research, comparative research, and longitudinal research and included three primary samples of young adults (total N=87) with moderate to severe handicaps--those just completing school, those who had been out of school for less than 5 years, and those who had been out of school for 8-10 years. Major project activities included a survey of 65 special educators involved with this population and development and application of a followup instrument in interview format. Major findings included an overall employment rate of about 40% of which 75% were in day programs and few in competitive employment positions. Average number of hours per week worked was about 20 and the average annual income was about $1,500. Most former students lived in group homes, had friends, and maintained regular contact with family members. Contains 20 references. (DB)

ED 319 203 EC 230 892

Thurlow, Martha L.; And Others
Assessing Post-School Outcomes for Students with Moderate to Severe Mental Retardation. Project Report No. 89-1.
Minnesota Univ., Minneapolis. Inst. on Community Integration.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jan 89
NOTE- 80p.; For a related document, see EC 230 891.
GRANT- G008400605
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- Education Work Relationship; Employment Patterns; *Followup Studies; *Graduate Surveys; Group Homes; Interviews; *Moderate Mental Retardation; Quality of Life; Research Methodology; Secondary Education; *Severe Mental Retardation; Social Integration; Young Adults

The post-school status of 87 individuals with moderate to severe mental retardation was assessed in terms of employment, education, living arrangements, day program participation, community involvement, and friendships. Interviews were conducted with informed respondents (usually parents or group home staff) for 27 individuals who had been out of school 7-10 years, 41 individuals who had been out of school 3-5 years, and 19 individuals who had been out of school 1-2 years. Comparisons of former students as a function of time out of school, gender, or severity of mental retardation revealed few differences. In general, all groups showed employment rates in the ranges of 30% to 45% with most working part time, often as part of training programs, and with average annual incomes below $2,000. Most former students lived in supervised residential placements, but had regular contact with relatives. Most individuals had special friends, but few had regular social contact with nonhandicapped persons who were not staff or family. Few individuals showed independence in various basic living skills. Post-school outcomes were related to personal competence variables, particularly measures of independence, adaptive behavior, and maladaptive behavior. Implications of the study for school curriculum and service changes are discussed. (DB)

ED 319 204 EC 230 893

Kelley, Everett F., Ed.; Michael, Robert J., Ed.
Perceptions: Volume 24, Numbers 1-4, Fall 1988-Summer 1989.
Association of New York State Educators of the Emotionally Disturbed.
PUB DATE- 89
NOTE- 155p.; For related documents, see ED 302 976 and ED 312 858.
AVAILABLE FROM- Association of New York State Educators of the Emotionally Disturbed, OMB 112, SUNY College at New Paltz, New Paltz, NY 12561 ($8.00 single copy, $30.00 per year).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Attitudes; *Behavior Disorders; Classroom Techniques; *Curriculum; Definitions; Delivery Systems; Elementary Secondary Education; *Emotional Disturbances; Interpersonal Competence; *Intervention; Program Descriptions; Self Concept; *Teaching Methods

The four issues of "Perceptions" published by the New York State Educators of the Emotionally Disturbed (ANYSEED) contain the following major articles: "Changes Required to Implement Social Skills Instruction in Schools" (Richard S. Neel); "Critical Issues Related to Social Skills Training" (Ellen McGinnis); "Facilitating the Integration of Children and Youth with Emotional Disturbances and Behavioral Disorders Through Prosocial Skills Training (Howard S. Muscott); "A Conversation with Dr. Arnold P. Goldstein Concerning Prosocial Skills Training" (Herbert L. Foster); "PREPARE: A Prosocial Curriculum for Aggressive Youth" (Arnold Goldstein); "Practical Strategies for Promoting Social Interaction of Students with Behavioral Disorders Through Creative Drama" (Cynthia L. Warger); "Palliative Coping and Social Skills Training: Guidelines and Recommendations (John W. Maag); "A Very Special Place" (Susan Kosberg and Bernie Kosberg); "RISC--Raising Individual Self Concept" (Susan Shove); "The Herbert G. Birch School for Exceptional Children" (Morton Bortner and Phyllis Susser); "A Holistic Approach to Special Education Within a Psychiatric Setting" (Phyllis March and Dianna Dantuono); "The Clarkstown Alternative (Joel Klein et al.); "The Last Stop on the Public School Express" (Lynne M. Gang); "Bring Mental Health Services to Public School Programs" (Richard Brennan et al.); "Times are Changing: Is ANYSEED Changing With Them?" (Ted Kurtz); "The Similarities and Differences Among States with Regard to the Definition of Emotional Disturbance" (Cathy Mastrocola); "Attitudes vs. Practices Regarding 'Stay In' and 'Pull Out' Delivery Models in Speech/Language Services" (Linda Payne et al.); "An Approach for Managing and Preventing Disruptions in the Classroom" (Neal Schneider); "You Are Special: An Open Letter to Students" (Joseph V. Burger); "Study Skills and the Learning Disabled Student" (Barbara Heilbronn); "Transitional School-to-Work Programs for the Handicapped Secondary Student: A Model" (Barbara St. Onge); "Components and Perspectives of an Exemplary Special Education Elementary School" (Steve Throne); "Working Together" (Marcia Saran); "Writing Skills for the Mildly Handicapped Student" (Karen Ungerer); "Living with David: Excerpts from the Parents Diary" (Connie Flood and Ralph Flood). (DB)

ED 319 205　　　　　　　　　　EC 230 894

Butler, Shirley E., Comp.
Staff to Student Ratios: Class Size/Caseload. Volumes 1, 2, and 3.
Ohio State Univ., Columbus. Great Lakes Area Regional Center.
SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 86
NOTE- 1,180p.; For related document, see EC 230 896. Best copy available.
LANGUAGE- English
EDRS Price - MF09/PC48 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Class Size; *Disabilities; Elementary Secondary Education; Eligibility; *Faculty Workload; Handicap Identification; *State Legislation; State Programs; *State Standards; State Surveys; Teacher Qualifications; *Teacher Student Ratio

These three volumes, compiled by the Great Lakes Area Regional Resource Center, provide information regarding state regulations for staff to student ratios and class size/caseload for special education programs. The first volume presents this information in a short form, in charts grouped according to handicapping condition alphabetically from state to state. In this form, state definitions of handicapping conditions and a synthesis of state policy regarding class size/caseload are included. Volumes 2 and 3 contain excerpts from state rules and regulations documents including definitions of handicapping conditions, eligibility criteria, age ranges, and personnel qualifications. (Author/PB)

ED 319 206 EC 230 896

Butler, Shirley E., Comp.
Class Size Reduction Policies: Survey Results.
National Association of State Directors of Special Education, Washington, D.C.
PUB DATE- Aug 89
NOTE- 33p.; For related document, see EC 230 894. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- *Class Size; *Disabilities; Elementary Secondary Education; Eligibility; Faculty Workload; Handicap Identification; *Mainstreaming; *State Legislation; State Programs; *State Standards; State Surveys; Teacher Qualifications; *Teacher Student Ratio

This survey gathered data from 36 state directors of special education as well as the Bureau of Indian Affairs and American-controlled principalities regarding their area's regulations (or lack thereof) for reduction of class sizes in regular education classes when disabled students are mainstreamed into those classes. Only Massachusetts and Hawaii were found to have such regulations, and their programs are described. Five of the others allowed such regulations to be assigned on a local level, while in other areas such matters were managed through provisions of teacher contracts. Details on all states' provisions are given. (Author/PB)

ED 319 207 EC 230 897

Moore, Alan D.; Betts, George T.
Evaluation of the 1988 Summer Enrichment Program for the Gifted and Talented at the University of Northern Colorado and Making a Good Program for Gifted and Talented Children Better: Improving a Program through Evaluation.
PUB DATE- 89
NOTE- 91p.; "Making a Good Program for Gifted and Talented Children Better: Improving a Program through Evaluation," was presented at the Annual Conference of the Northern Rocky Mountain Educational Research Association (7th, Jackson, WY, October 5-7, 1989).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; Counselor Attitudes; Elementary Secondary Education; *Enrichment Activities; *Gifted; Program Evaluation; Residential Programs; Student Attitudes; *Summer Programs; *Talent; Teacher Attitudes

The first of two documents presents results of a 5-week evaluation of the Summer Enrichment Program for the Gifted and Talented at the University of Northern Colorado. The program typically serves about 650 residential students (ages 10-15) in two 2-week sessions. Descriptive information includes the program rationale, student selection procedures, and program elements. Analysis of student (N=263) evaluation of the things they liked best indicated overwhelmingly positive attitudes toward the program with the most valued aspects being classes, dorm time, options, counselors, and friendships. Program evaluation by counselors (N=26) were also very positive. Counselors saw the social environment as the most important strength of the program and low pay their most prevalent concern. Program evaluation by teachers (N=36) was also positive.

Teachers' greatest frustration was with the process of acquiring and preparing instructional materials. Administrators were concerned with hiring and pre-service orientation of staff. Specific program recommendations based on evaluation feedback are detailed. The evaluation instruments used are appended. The second document provides a less detailed summary of the same program evaluation. (DB)

ED 319 208 EC 230 898

Carruth, Ellen D.; Black, Robert S.
Data Report on Programs for the Handicapped, 1988-89.
South Carolina State Dept. of Education, Columbia. Office of Programs for the Handicapped.
PUB DATE- 89
NOTE- 34p.; For the 1987-88 report, see ED 306 759.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Delivery Systems; *Disabilities; Elementary Secondary Education; *Enrollment; Preschool Education; Public Schools; School Districts; *School Funds; *Teachers
IDENTIFIERS- *South Carolina

Data are presented on handicapped pupils, ages 6 through 21, served by South Carolina public schools. Data are based on the handicapped population reported in the December 1, 1988 Child Count. The number of handicapped pupils is reported by category of handicapping condition and program model, by category of handicapping condition and school district, and by program model and school district. Data are presented on the number of teachers and other personnel by school district. Other statistics concern multi-district educational programs and the number of pupils attending educational programs in such facilities as psychiatric hospitals, youth development centers, in-state institutions, and out-of-state institutions. Numbers of pupils and funding amounts awarded to the 93 local education agencies under Part B of the Education of the Handicapped Act (Public Law 94-142) and for preschool grants under Public Law 99-457 are also listed. (JDD)

DOCUMENT RESUME

ED 319 209 EC 230 899

Harris, Carole Ruth
Identifying and Serving the Gifted New Immigrant/Refugee: Problems, Strategies, Implications.
PUB DATE- Apr 90
NOTE- 30p.; Paper presented at the Annual Conference of the Council for Exceptional Children (68th, Toronto, Ontario, Canada, April 23-27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Ability Identification; Cross Cultural Training; Cultural Background; *Cultural Differences; Cultural Influences; *Delivery Systems; Elementary Secondary Education; Ethnic Groups; Family Influence; *Gifted; *Immigrants; Limited English Speaking; Special Programs

The problems of accurately identifying and serving giftedness are vastly compounded with children of new immigrant families. Linguistic and cultural complications, economic and attitudinal factors, sociocultural peer-group expectations, cross-cultural stress, intergenerational conflict, and school system conflict frequently deflect efforts to recognize giftedness and talent areas. Strategies are outlined for dealing with each of these specific complicating factors, and include such techniques as explaining the concept of gifted education to immigrant parents in their own language, increasing the home-school interface, encouraging journal writing, placing students according to educational background and not chronological age, and ensuring that screening and selection committees have sufficient cultural knowledge. Includes 34 references. (JDD)

ED 319 210 EC 230 900

Cassette Books.

Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.

PUB DATE- 89

NOTE- 422p.

AVAILABLE FROM- Cassette Books, CMLS, P.O. Box 9150, Melbourne, FL 32902-9150.

LANGUAGE- English

EDRS Price - MF01/PC17 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132) Reference Materials - Bibliographies (131)

DESCRIPTORS- Adults; *Audiotape Recordings; *Blindness; Books; *Physical Disabilities; Secondary Education; *Talking Books

This catalog lists cassette books produced by the National Library Service for the Blind and Physically Handicapped during 1989. Books are listed alphabetically within subject categories under nonfiction and fiction headings. Nonfiction categories include: animals and wildlife, the arts, bestsellers, biography, blindness and physical handicaps, business and economics, career and job training, communication arts, consumerism, cooking and food, crime, diet and nutrition, education, government and politics, hobbies, humor, journalism and the media, literature, marriage and family, medicine and health, music, occult, philosophy, poetry, psychology, religion and inspiration, science and technology, social science, space, sports and recreation, stage and screen, travel and adventure, United States history, war, the West, women, and world history. Fiction categories include: adventure, bestsellers, classics, contemporary fiction, detective and mystery, espionage, family, fantasy, gothic, historical fiction, humor, medical themes, occult, political themes, religion, romance, science fiction, short stories, war stories, and westerns. Separate sections list books for young adults, and books in Spanish, French, German, Italian, and Portuguese. For each book, the author, title, narrator, publication date, and a paragraph-length description are supplied. Title and author indexes and order forms are provided. (JDD)

ED 319 211 EC 231 101

Ralabate, Patti
The Regular Education Initiative (REI): Where Do Students with Learning Disabilities Fit?
PUB DATE- 21 Oct 89
NOTE- 8p.; Paper presented at the Annual Conference of the Connecticut Association for Children with Learning Disabilities (19th, South Norwalk, CT, October 21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Principles; Elementary Secondary Education; *Learning Disabilities; *Mainstreaming; *Position Papers; *Professional Associations; *Regular and Special Education Relationship; Teacher Associations

The paper defines the Regular Education Initiative (REI) and outlines its fundamental assumptions. The paper then discusses the responses of three organizations to the assumptions, as delineated in the joint policy statement of the National Education Association, the Council for Exceptional Children, and the American Association of School Administrators. The assumptions include: students are more alike than different; all good teachers use the same basic techniques and strategies; pull-out programs should be eliminated; the separation of special education and regular education programs results in inefficiency, duplication, and fragmentation; labeling is unnecessary and stigmatizes students; and physically separate education is discriminatory and unequal. The responses refute each of these assumptions and argue against the effectiveness of the REI in meeting the needs of special students. A 16-item bibliography is appended. (JDD)

ED 319 212 EC 231 102

Beaulac, Pauline F.
Teaching Independent Community Social Skills to the Multihandicapped.
PUB DATE- Jul 89
NOTE- 120p.; Educational Specialist Degree, University of Dayton.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum; *Daily Living Skills; High Schools; *Independent Living; *Interpersonal Competence; *Multiple Disabilities; *Skill Development; Teaching Methods

Ten multihandicapped high-school students in the Dayton (Ohio) Public Schools were trained using a curriculum of independent community social skills, focusing specifically on restaurant skills, travel skills, shopping skills, self-care skills, and skills for visiting a business or government agency. The students made weekly trips into the community using public transportation and visited restaurants, shops, facilities such as beauty shops and barber shops, and business/government buildings. From pretest to posttest, the experimental group demonstrated more than a 50% growth over the skill growth score of a control group comprising four multihandicapped students. Appendices include the Independent Community Social Skills Assessment form, a checklist of tasks in each skill area, and monthly progress report forms. Includes 55 references. (JDD)

ED 319 213 EC 231 103

Hoeft, Linda A.
Implementation of an Initial Training Program for New Employees in a Profoundly Mentally and Physically Handicapped Children and Adult Residential Facility.

PUB DATE- 89
NOTE- 47p.; Master of Science, Nova University. Best copy available.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Caregivers; Children; *Job Training; Labor Problems; *Labor Turnover; Orientation; *Physical Disabilities; Program Implementation; *Residential Institutions; Residential Programs; *Severe Mental Retardation

A project was designed to reduce the turnover of direct care staff in a community-based residential facility that provides a home and educational or adult day training services for 54 severely or profoundly mentally and physically handicapped children and adults. The project sought to reduce total staff turnover by 40%, reduce employee terminations by 20%, demonstrate a 20% reduction in resignations that are due to client frustration, improve the staff's client interaction skills, and increase the staff's knowledge about the target population. Causes of voluntary resignations of staff were analyzed, and these factors were considered in the development of a 40-hour orientation program. The program focused on increasing staff self-awareness and broadening knowledge of the agency and target population, and used a variety of learning modes including on-the-job training. The turnover reduction objective was not met, but other objectives were successfully met or surpassed. Includes eight references. (JDD)

ED 319 214 EC 231 104

Farlow, Leslie J.; And Others
Assessing Student Performance: The Effect of Procedural Contrast between Training and Probe Conditions.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Oct 87
NOTE- 36p.; Paper presented at the Annual Conference of the Association for the Severely Handicapped (14th, Chicago, IL, October 29-30, 1987).
GRANT- G008530150
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; Performance Factors; *Research Methodology; *Severe Disabilities; Time Factors (Learning); *Training Methods

The study examined the relationship between performance of 19 severely handicapped students under training conditions and under each of two types of probe conditions: (1) multiple opportunity (the student is given an opportunity to perform every step in a task analysis); and (2) single opportunity (the student is not given the opportunity to complete the task after the first error). Student data on performance of multiple-step functional tasks were collected and correlations were calculated between probe session scores and corresponding scores on training sessions closest in time. While the majority of student data sets were not significantly correlated, significant differences that did exist between groups indicated that single opportunity probe data were more likely to be variable, and the difference between probe and training scores was greater under the single opportunity probe condition. Results suggest that: (1) probe conditions are not the same as extinction; (2) training data do not consistently reflect performance under probe conditions; and (3) teachers may need to use different criteria to interpret data collected under different probe conditions. Includes 11 references. (Author/DB)

ED 319 215 EC 231 105

VanTassel-Baska, Joyce
The Year Round School Concept for Gifted Learners.
PUB DATE- Feb 88
NOTE- 9p.; Paper presented at the Conference of the Southern Association for Children Under Six (Richmond, VA, April 13-16, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Practices; Educational Trends; Elementary Secondary Education; *Gifted; Program Development; *Special Programs; Trend Analysis; *Year Round Schools

The paper explores issues related to the provision of year-round schooling for gifted learners. Noted are individual differences among gifted learners, the trend toward providing differentiated curriculum in all content areas, and the importance of curriculum articulation. Reasons are offered to explain why many of the best gifted programs operate outside the school day, and concerns (such as limited access for disadvantaged families) about such program proliferation are raised. The extended school year is seen to offer gifted students regardless of socioeconomic status more time engaged in learning. Implementation of the year-round school concept requires flexible grouping arrangements, student choice, clear expectations regarding learning outcomes, flexibility in scheduling patterns, a spirit of innovation, use of community resources, and curriculum leadership. Includes three references. (DB)

ED 319 216 EC 231 106

Lantzy, Theresa J.; Gable, Robert A.

Effects of Parent Training on the Behavior Problems in the Home of Preschool Handicapped Children.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- Sep 89
NOTE- 55p.; Paper presented at the National Conference of the Council for Exceptional Children/Council for Children with Behavioral Disorders (Charlotte, NC, September 24-26, 1989).
CONTRACT- G008715088
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Modification; *Behavior Problems; Developmental Disabilities; *Disabilities; *Parent Education; *Parent School Relationship; Preschool Education; Program Effectiveness

The effect of a combined teacher-parent behavior management program on inappropriate behaviors in the school and in the homes of five preschool handicapped children is evaluated. The teacher/trainer collaborated with the parents to select a target behavior (finger chewing, cup throwing, screaming, spitting, hand licking) for each child. Training in selected behavior management strategies was provided by the trainer via consultation in the home. Behavior management programs were introduced simultaneously in the home and in the classroom using an AB design. The results suggest that collaborating with parents in instituting a behavior change program may decrease the occurrence of undesired behavior both in home and school settings. Includes 42 references. (Author/DB)

ED 319 217 EC 231 107

Kalmar, Magda; Boronkai, Judit
The Role of Parental Attitudes and the Quality of the Home Learning Environment in the Mental Development of Prematurely Born Children.
PUB DATE- 89
NOTE- 18p.; Paper presented at the Symposium on "Child and Different Structures and Interpersonal Relationships of Recent Family Types" (Lahti, Finland, 1989). The research was supported in part by a grant from the Secretariat of Research in Public Education and the National Pediatric Institute.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Biological Influences; Child Development; *Cognitive Development; *Environmental Influences; *Family Environment; Foreign Countries; Intelligence Quotient; Interaction; Longitudinal Studies; Mothers; Parent Attitudes; *Parent Child Relationship; Perinatal Influences; *Predictor Variables; *Premature Infants; Preschool Education; Socioeconomic Status; Stimulation
IDENTIFIERS- Hungary

Data are presented from a long-term follow-up study investigating the interplay of various factors contributing to the developmental outcome of prematurely born children. Fifty-eight low-risk pre-term Hungarian children are compared to 100 full-term children, from birth to age 6, on socioeconomic status, family climate, and intellectual stimulation. Maternal attitudes are analyzed in terms of perfectionism, over-permissiveness, over-protectiveness, rejecting/neglecting, predictability, and authoritarian/democratic elements. The evidence indicates that perinatal risk conditions such as preterm birth have a differential impact on mental development depending upon social-environmental factors. Advantaged family circumstances may reduce or even fully compensate for the adverse effects of perinatal risks, while a disadvantaged environment is likely to amplify them. Includes 59 references. (JDD)

ED 319 218 EC 231 108

Ross, D. H.
Educating Handicapped Young People in Eastern and Southern Africa in 1981-83.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).

REPORT NO.- ISBN-92-3-102560-0
PUB DATE- 88
NOTE- 157p.
AVAILABLE FROM- UNIPUB, 4611-F Assembly Dr., Lanham, MD 20706-4391.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; *Educational Practices; Elementary Secondary Education; Family Programs; Foreign Countries; Mainstreaming; Preschool Education; Program Development; *Program Implementation; *Rehabilitation; Special Education; Vocational Education
IDENTIFIERS- *Africa (East); *Africa (South)

This publication compiles the findings and conclusions of the 3-year first phase (1980-83) of the Unesco Sub-regional Project for Special Education in Eastern and Southern Africa. It presents the state of the art of special education and prospects for future development in Botswana, Ethiopia, Kenya, Lesotho, Malawi, Mauritius, Seychelles, Somalia, Swaziland, Uganda, United Republic of Tanzania, Zambia, and Zimbabwe. The book sketches the development of special education services and related social programs in the context of the political, economic, and social environment; considers the administration and work of the recognized special education programs and other educational programs such as vocational training programs; and reviews the staff training provisions available. Five papers are then presented, describing exemplary rehabilitation services for children or adults with special education needs. They include: "A School Agricultural Training Programme: Karatina School for Mentally Handicapped Children" (Wanjiku Chege); "Developing More Effective Teaching Programs for Intellectually Handicapped Children" (S. Templer and B. Galloway); "The Rehabilitation, Training and Employment of Disabled Persons" (Rudolf van Oudheusden); "Family and Parent-Support Programs: The Community-Based Approach" (Caroline Arnold); and "Integration of Handicapped Children in Pre-School and School Education" (J. Cyril Dalais). Includes 32 references. (JDD)

ED 319 219 EC 231 109

Oklahoma State Plan, FY 88-90: Part B of the Education of the Handicapped Act as amended by Public Law 94-142.

Oklahoma State Dept. of Education, Oklahoma City. Div. of Special Education.

PUB DATE- 87

NOTE- 516p.; For related documents, see EC 231 110-111.

LANGUAGE- English

EDRS Price - MF02/PC21 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Disabilities; Educational Legislation; Educational Objectives; *Educational Planning; Educational Policy; *Educational Practices; Elementary Secondary Education; Federal Legislation; Preschool Education; State Programs; *State Standards; *Statewide Planning

IDENTIFIERS- Education for All Handicapped Children Act; *Oklahoma

This Oklahoma state plan documents the policies and procedures that public and private schools, agencies, and institutions follow when providing special education and related services to handicapped children, consistent with Public Law 94-142. Part I includes submission statements and certifications. Part II contains policies, procedures, and descriptions relating to right to education, full educational opportunities goal, child identification, individualized education programs, procedural safeguards, least restrictive environment, protection in evaluation procedures, comprehensive system of personnel development, participation of private school children, private school placement, recovery of funds for misclassified children, notice and opportunity for hearing on local education agency application, annual evaluation, responsibility of the state department of education (SDE) for all education programs, SDE monitoring procedures, direct services by the SDE, implementation procedures, and confidentiality. A report on how funds from Part B of the Education of the Handicapped Act (EHA-B) will be used is also provided. Addenda, which make up the bulk of the plan, contain a 110-page special education policies and procedures manual, interagency agreements, due process procedures manual, checklist for local education agency district plan development and review, policies and procedures manual for use of EHA-B funds, and special education monitoring procedures checklist. (JDD)

ED 319 220 EC 231 110

Policies and Procedures Manual for Special Education in Oklahoma.

Oklahoma State Dept. of Education, Oklahoma City. Div. of Special Education.

PUB DATE- 88
NOTE- 117p.; For related documents, see EC 231 109-111.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; *Educational Policy; *Educational Practices; Elementary Secondary Education; Preschool Education; Special Education; State Programs; *State Standards
IDENTIFIERS- *Oklahoma

The manual contains policies and procedures assuring all Oklahoma handicapped children the right to a free, appropriate public education. The manual establishes minimum standards for program approval, minimum standards for the determination of pupil eligibility, and considerations which will lead to appropriate programming within the least restrictive environment. Policies and procedures are presented for child identification, parental involvement, category definitions, class size, least restrictive environment, diplomas and grading, discipline, teacher certification and salary, confidentiality, special education service delivery, evaluation, eligibility, individualized education programs, related services, surrogate parents, transportation, early childhood education, complaints, due process hearings, funding, program monitoring, and personnel development. Also included are descriptions of Project ECHO for preschool deaf/hard-of-hearing students and services provided by the Regional Education Service Centers. A section on selected Oklahoma laws relating to special education concludes the manual. (JDD)

ED 319 221 EC 231 111

Guidelines for Special Education Paraprofessionals in Oklahoma.

Oklahoma State Dept. of Education, Oklahoma City. Div. of Special Education.

PUB DATE- May 89
NOTE- 179p.; For related documents, see EC 231 109-111. A large portion of the document has small print. Cover title varies.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Caregivers; Classroom Techniques; Curriculum; Daily Living Skills; *Deaf Blind; Elementary Secondary Education; Interpersonal Communication; Language Acquisition; Motor Development; *Multiple Disabilities; *Paraprofessional School Personnel; Preschool Education; Special Education; Speech Instruction; Staff Role; Student Behavior; Teacher Student Relationship; *Teaching Methods; *Training
IDENTIFIERS- *Oklahoma

The training guide begins with a rationale for the use of special education paraprofessionals working with deaf-blind and multihandicapped children in Oklahoma schools. It presents a schedule for training paraprofessional staff in 10 sessions. Resource materials are then presented as background information for the training sessions. This information covers: roles and responsibilities of paraprofessional staff, orientation to education of the handicapped, speech/language development, deaf-blind/multihandicapped curriculum, self-help/daily living skills, behavior management, motor development, physical care, and communication techniques. (JDD)

ED 319 222 EC 231 113

Rusch, Frank R.; DeStefano, Lizanne

Secondary Transition Intervention Effectiveness: Fourth Annual Report.

Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 89
NOTE- 145p.
CONTRACT- 300-85-0160
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Rearing; Databases; *Disabilities; *Education Work Relationship; Employer Attitudes; Employment; Evaluation Methods; Intervention; Parent Education; Program Descriptions; *Program Evaluation; *Research Projects; Secondary Education; Social Integration; *Technical Assistance; *Transitional Programs

The Secondary Transition Intervention Effectiveness Institute conducts applied research, program evaluations, and evaluation technical assistance in the areas of secondary special education and transitional services for individuals with disabilities. This annual report describes activities carried out during the fourth year of the Institute's operations, focusing on a literature review, annual meeting for model demonstration project directors, communication among project directors, research, evaluation technical assistance, evaluation research, experience for graduate students, and the performance measurement system that is used to monitor all Institute activities. Specific research studies described include: social ecology of the workplace, co-worker involvement, parents of young persons with special needs in transition, assessing and facilitating employers' attitudes toward hiring employees with disabilities, and transition policy analysis. Reports are also presented on four evaluation research programs: model program database and competition analysis, meta-analysis of employment outcomes, analysis of extant data sets, and research on evaluation approaches. (JDD)

ED 319 223 EC 231 114

Sangster, Sandra; Erling, Sally
The Assessment of Student Progress in Special Education: Mixed-Exceptionality versus Single-Exceptionality Programs. Research Report.
North York Board of Education (Ontario).

PUB DATE- Dec 86
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Intermediate Grades; *Learning Disabilities; *Mild Mental Retardation; *Outcomes of Education; Parent Attitudes; Participant Satisfaction; Questionnaires; *Self Concept; *Special Classes; Special Education; Student Placement; Teacher Attitudes
IDENTIFIERS- *Mixed Exceptionality Classes; Ontario (North York)

The academic progress and self-concept of North York (Ontario, Canada) learning-disabled and educable retarded students were studied, with particular reference to the effectiveness of placement in mixed exceptionality versus single exceptionality programs. Information was gathered from the published special education literature, students' files, pre-post assessment of changes in academic achievement and self-concept, and questionnaires administered to 28 parents and 78 teachers. Subjects involved in the study were aged 9-11, with 17 learning-disabled (LD) students in mixed exceptionality classes, 45 LD students in single exceptionality classes, 5 educable retarded (ER) students in mixed exceptionality classes, and 25 ER students in single exceptionality classes. Analysis showed that the LD pupils in single category classes fared best in terms of academic gains in reading, spelling, and arithmetic. No significant self-concept changes were found. Most parents were satisfied with their child's placement. Only modest differences were noted in teachers' views regarding effect of single and mixed exceptionality programs. Appendices contain a literature review, case studies of six students, copies of the parent and teacher questionnaires, and detailed data from the questionnaires. Includes 10 references. (JDD)

DOCUMENT RESUME

ED 319 224 EC 231 115

Wrightson, William; Pope, Campbell
From Barrier Free to Safe Environments: The New Zealand Experience. Monograph #44.
World Rehabilitation Fund, Inc., New York, NY.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
REPORT NO.- ISBN-939986-58-2
PUB DATE- 89
NOTE- 110p.; A publication of the International Exchange of Experts and Information in Rehabilitation (IEEIR) project. For a related document, see EC 231 117.
AVAILABLE FROM- IEEIR, World Rehabilitation Fund, 400 East 34th St., New York, NY 10016 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accessibility (for Disabled); Accident Prevention; Architecture; *Building Design; *Built Environment; *Design Requirements; Environmental Influences; Foreign Countries; *Physical Disabilities; Physical Mobility; *Safety; Structural Elements (Construction)
IDENTIFIERS- *New Zealand

Intrinsically safe design is presented as a logical extension of the principles of barrier free design, and as a higher level design strategy for effecting widespread implementation of the basic accessibility requirements for people with disabilities. Two fundamental planning procedures are proposed: including principles of safe and accessible design in transport systems, public and open spaces, and buildings; and structuring normal environments which are convenient for everyone, including those with disabilities. The building process in New Zealand is examined, and the process of marketing intrinsically safe home designs is explored. Commentaries are presented by two United States authors: "The New York Experience" by Julia Schecter, and "Priorities, Values and Attitudes of Society" by Paul Grayson. An appendix offers a set of guidelines on intrinsic design for safety in New Zealand dwellings,

including site layout, structure, floor layout, fire safety, kitchen design, bathroom design, laundry design, entries, doors, windows, steps and stairs, electrical safety, and hot water. Includes 24 references. (JDD)

ED 319 225 EC 231 116

Sarno, Martha Taylor, Ed.; Woods, Diane E., Ed.
Aphasia Rehabilitation in Asia and the Pacific Region: Japan, China, India, Australia and New Zealand. Monograph #45.
World Rehabilitation Fund, Inc., New York, NY.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
REPORT NO.- ISBN-0-939986-59-0
PUB DATE- 89
NOTE- 90p.; A publication of the International Exchange of Experts and Information in Rehabilitation (IEEIR) project.
AVAILABLE FROM- IEEIR, World Rehabilitation Fund, 400 East 34th St., New York, NY 10016 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Aphasia; *Delivery Systems; Evaluation Methods; Foreign Countries; *Human Services; *Public Policy; *Rehabilitation; Rehabilitation Programs
IDENTIFIERS- Australia; China; India; Japan; New Zealand

This monograph presents a "state of the art" overview of contemporary aphasia rehabilitation policies and resources in Asia and the Pacific region. Following Martha Taylor Sarno's introduction, Sumiko Sasanuma discusses the history and development of Japan's aphasia rehabilitation services, focusing on demography and data sources, assessment and treatment procedures, issues, and recommendations. The current status of aphasiology in China is described by Wang Xinde, who outlines the clinical manifestation of aphasia, alexia, and agraphia in Chinese and the rehabilitation process. India's aphasia rehabilitation is reviewed by Prathibha Karanth, focusing on history, facilities, staff, funding, family supports and home training, advocacy, research, and sociocultural factors. The situation in Australia is presented in two papers--Alison Ferguson focuses on the aphasic population, providers of rehabilitation services, service delivery models, and research trends; and Jennifer Lambier describes service delivery models, treatment goals, assessment, and remediation. For New Zealand, Ellie Glazer reports on epidemiological data, speech language therapy, and a stroke support network. Reference lists accompany each chapter. (JDD)

ED 319 226 EC 231 117

Campbell, Ian B.
Prevention, The Beginning of the Rehabilitation Process: A View from New Zealand. Monograph #46.
World Rehabilitation Fund, Inc., New York, NY.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
REPORT NO.- ISBN-939986-60-4
PUB DATE- 89
NOTE- 51p.; A publication of the International Exchange of Experts and Information in Rehabilitation (IEEIR) project. For a related document, see EC 231 115.
AVAILABLE FROM- IEEIR, World Rehabilitation Fund, 400 East 34th St., New York, NY 10016 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accident Prevention; *Accidents; Adults; Athletics; *Disabilities; Environmental Influences; Federal Regulation; Foreign Countries; Home Management; Occupational Safety and Health; Recreational Activities; *Rehabilitation; *Safety; Traffic Accidents; Traffic Safety; Welfare Services
IDENTIFIERS- *New Zealand

The monograph argues that prevention should be considered the first step in the rehabilitation process, and examines preventive efforts in the areas of occupational safety, road safety, home safety, and sporting and recreational safety. Following an introductory chapter, other chapters discuss: (1) the close relationship between compensation, rehabilitation, and prevention; (2) aspects of the cost of social welfare and income maintenance; (3) health effects of the environment; (4) the role of change as an accident-promoting factor; (5) measuring the success of preventive strategies; (6) regulation as a preventive strategy; (7) alternatives and supplements to regulation, such as incentives; (8) road blocks to effective preventive measures; and (9) areas where action is needed, especially the home and recreational activities. Examples of problems and programs in New Zealand are used to support the book's proposals. Includes 58 references. (JDD)

Student Self-Management To Increase On-Task Behavior, Research Brief for Teachers T3.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.

PUB DATE- Mar 90

NOTE- 3p.; A product of the ERIC/OSEP Special Project on Interagency Information Dissemination. This research brief is abstracted from "Distractible Students Use Self-Monitoring" by S. S. Osborne et al. (EC 191 166) and "Self-Management Tactics" by T. C. Lovitt and C. Bellew (ED 303 581).

CONTRACT- RI88062007

AVAILABLE FROM- Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order of $5.00 prepaid).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Behavior Problems; *Disabilities; Elementary Secondary Education; *Self Control; Self Evaluation (Individuals); *Student Behavior; *Time on Task

IDENTIFIERS- *Self Management

This brief guide notes the effectiveness of self-management strategies in increasing students' responsibility for their own learning and behavior, heightening student motivation and self-esteem, and reducing demands on the teacher's time. A strategy is outlined to help students increase their on-task behavior, by having students chart, correct, and evaluate their own performance. Twenty-two resources describing the use of self-management are listed. (JDD)

FL

ED 319 228 FL 018 212

Pulverness, Alan

All in a Word: Literature in Language Teaching.

Bell Educational Trust, Cambridge (England).
PUB DATE- 89
NOTE- 39p.; Videotapes available from K. Morrow, Bell Educational Trust, Hillscross, Red Cross Lane, Cambridge, England, CB2 2QX.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Educational Strategies; *English (Second Language); Foreign Countries; Instructional Materials; *Language Teachers; *Literature Appreciation; Media Selection; Second Language Instruction; *Teacher Education
IDENTIFIERS- England

This guide introduces and accompanies a set of four videotapes (not included here) designed for classroom use in the training of teachers of English as a Second Language. The first tape provides an overview of approaches to the teaching of literature, and the other three videotapes present examples of practice, each containing an edited version of a complete lesson built around a piece of literature. The first chapter of this guide consists of a series of quotations about the relationship of literature to culture, language, and experience; it describes two approaches to literature teaching, one emphasizing reading as a precursor to creative writing and the other focusing on how the experience of writing affects the interpretive task of reading. Three subsequent chapters are guides to the three lesson tapes and give pre-viewing, during-viewing, and post-viewing class activities and exercises. Other chapters provide a guide to the sequence and timing on the tapes, texts used in the tapes, and a brief bibliography of additional resources for teachers. (MSE)

ED 319 229 FL 018 230

Soter, Anna O.; Yodzis, Linda
ESL Students in the English/Language Arts Classroom. An Annotated Bibliography for the Regular English/Language Arts Teachers.
PUB DATE- Nov 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Bilingualism; *Classroom Communication; Cognitive Style; Culture Conflict; Elementary Secondary Education; *English (Second Language); *English Instruction; Heterogeneous Grouping; Instructional Materials; *Language Arts; Literacy Education; Minority Groups; Peer Teaching; Reading Instruction; Second Language Instruction; Second Language Learning; Standard Spoken Usage; Student Attitudes; Teaching Methods; Writing Instruction

This bibliography lists 43 citations of articles, reports, books, and chapters of interest to English and language arts teachers who teach both native and non-native speakers of English. The works cited include information on writing instruction, peer tutoring, student labeling and tracking, instructional materials, mismatch between home and school environment, bridging the cultural gap, content and formal schemata in reading, teaching approaches, rate of second language acquisition, bilingual student attitudes, empowering minority students, first and second language literacy, myths about first language acquisition, promotion of standard vs. nonstandard English, teacher language use, observing the language learner, classroom communication and learning, the changing role of ESL in bilingual education, the teacher's perspective, and learning style preferences. (MSE)

ED 319 230 FL 018 423

Goldman, Susan R.; And Others

Reasoning and Comprehension Processes of Linguistic Minority Persons
Learning from Text.

California Univ., Santa Barbara. Dept. of Education.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
PUB DATE- 22 Aug 89

NOTE- 136p.
CONTRACT- N00014-85-K-0562
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *English (Second Language); Familiarity; Higher Education; *Knowledge Level; *Learning Processes; Learning Strategies; Models; Native Speakers; Oceanography; Prior Learning; *Reading Comprehension; *Reading Strategies; Semantics; Textbooks
IDENTIFIERS- University of California Santa Barbara

This 3-year project examined the processes and strategies employed by English-as-a-Second-Language (ESL) and native-English-speaking students when learning from academic texts. A conceptual model guided the analysis of talk aloud protocols elicited from students as they answered questions from textbook materials used in an introductory oceanography class. Results indicated that knowledge base differences were more important than language group differences, and the most difficult questions were those requiring application of textbook information to a new situation. The data suggest that ESL students with high levels of domain-specific knowledge may compensate for less than perfect proficiency in English by employing relevant conceptual knowledge and using that knowledge to aid text processing. Overall, project activities indicate that ESL and native English speakers attempt to use similar strategies when they read text. Most individuals demonstrated flexibility in the strategies they used for comprehension. Reasons for differences in performance appeared to reside in the likelihood that the strategy produced the "correct" result and in processing efficiency. Important questions for future research are those that address the nature of the cognitive, motivational, and attitudinal costs of inefficient processing and the developmental course of efficient processing in English by ESL speakers. Twenty-eight tables and 13 figures are included. (Author/JL)

ED 319 231 FL 018 498

Stansfield, Charles W.
An Evaluation of Simulated Oral Proficiency Interviews as Measures of Spoken Language Proficiency.
PUB DATE- 90
NOTE- 13p.; Paper presented at the Georgetown University Roundtable on Languages and Linguistics (Washington, DC, March, 1990).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Interviews; *Language Proficiency; *Language Tests; *Simulation; *Test Format
IDENTIFIERS- ACTFL Proficiency Guidelines; Oral Proficiency Interview; *Simulated Oral Proficiency Interview

A discussion of the simulated oral proficiency interview (SOPI), a type of semi-direct speaking test that models the format of the oral proficiency interview (OPI), describes its development and research and examines its usefulness. The test used for discussion is a tape-recorded test consisting of six parts, scored by a trained rater using the American Council of the Teaching of Foreign Languages (ACTFL)/Interagency Language Roundtable (ILR) proficiency scale. A review of research on different SOPI tests in different contexts reveals a high correlation with the OPI and some practical and psychometric advantages over it. The OPI must be administered by a trained interviewer, whereas any teacher, aide, or language lab technician can administer the SOPI. The SOPI can be simultaneously administered to a group of examinees by a single administrator, whereas the OPI must be individually administered. The SOPI may be preferred for some testing purposes, such as qualification for employment, and the OPI for others such as placement or program evaluation. It is concluded that the SOPI may not be, as previously characterized, only a "second-order substitute" for the OPI. (MSE)

ED 319 232 FL 018 499

Little, Greta D.; Sanders, Sara L.
Resistance to Learning? Student Reaction to Communicative Language Teaching.
PUB DATE- 90
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; College Students; *Communicative Competence (Languages); *English (Second Language); *Error Correction; Foreign Countries; Grammar; Higher Education; Introductory Courses; *Learning Strategies; Memorization; Pronunciation Instruction; Questionnaires; *Resistance (Psychology); Second Language Instruction; Second Language Learning; *Student Attitudes; Teacher Attitudes; Vocabulary Development
IDENTIFIERS- California; South Carolina; University of South Carolina; Uruguay

A study examining the perceptions of college students in beginning foreign language classes toward various teaching discovered a discrepancy between the value students and teachers ascribe to communicative language teaching. The study was conducted at the University of South Carolina, in two classes where a variety of teaching techniques were used. At the end of the semester, students were surveyed on their use of language learning strategies, background as learners, and the value and difficulty of the classroom and homework activities. Thirty-one students (out of 40) completed the questionnaire. Results show that the five activities found to be most valuable to students were (1) correction of pronunciation; (2) oral correction of grammar; (3) pronunciation practice in class; (4) oral grammar practice in sentences; and (5) memorizing vocabulary. Dialogue memorization was the least favored activity. Activities having a communicative or process orientation were not highly valued. As a followup, the questionnaire was administered to beginning and intermediate students in South Carolina and California, English-as-a-Second-Language (ESL) students at all levels in a binational center in Uruguay, and ESL students in an intensive English program in South Carolina. Results were similar, with the intensive language learners' responses diverging the most. Implications for language teaching are discussed. (MSE)

ED 319 233 FL 018 500

White, Ron
Laying It On the Line.
PUB DATE- 90
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Research; *English (Second Language); Foreign Countries; *Foreign Students; Higher Education; *Instructional Effectiveness; Language Teachers; Second Language Instruction; *Teacher Attitudes; Teacher Role; *Writing Instruction; *Writing Processes

IDENTIFIERS- Japanese People; University of Reading (England)

A college writing teacher relates his experiences in teaching writing to a group of Japanese undergraduates with a process-oriented curriculum. The narrative and analysis are based on the teacher's journal record of the 10-week course. The narrative focuses on the investigation of the curriculum's implementation, the teacher's reaction to the use of techniques used with other students and advocated to other teachers, and student behavior and achievement outcomes. The report describes the students' characteristics, the teachers teaching the course, and the specific aims, methods, and procedures used in classroom presentation. The author's journal entries, written responses to student writing, and some writing samples are included and expanded. Student evaluations of the course are also presented. Personal, pedagogic, and academic lessons learned from the experience are discussed briefly. (MSE)

ED 319 234 FL 018 503

Donaldson, Weber D., Jr.
Code-Cognition Approaches to Language Learning.
PUB DATE- 70
NOTE- 11p.; In: Dimension: Languages 70. Code-Cognition Approaches to Language Learning. Proceedings of the Southern Conference on Language Teaching (1970).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiolingual Methods; Instructional Effectiveness; *Learning Processes; *Learning Theories; *Linguistic Theory; Second Language Instruction; Second Language Learning; Teaching Methods; *Transformational Generative Grammar
IDENTIFIERS- *Cognitive Code Learning Theory

On the basis of evidence from general linguistic theory and psycholinguistic research, it is argued that the working hypotheses of the audiolingual habit theory are inconsistent with studies of human verbal learning tasks, and that transformation grammarians have shown convincingly that structuralist views of language are too narrow in scope. It is further argued that audiolingual precepts are intrinsically unsound and that modifying present approaches and techniques is not a viable solution. The cognitive code theory of language learning is seen as representing a truer picture of language and language acquisition. It is proposed that the cognitive code theory should be central to any method of foreign language instruction. Basic assertions underlying cognitive code theory are outlined, and the implications of their application to language teaching are examined. (MSE)

Abrahams, Roger D.
The Advantages of Black English.
PUB DATE- 70
NOTE- 13p.; In: Dimension: Languages 70. Code-Cognition Approaches to Language Learning. Proceedings of the Southern Conference on Language Teaching (1970).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; *Black Dialects; Cultural Traits; Disadvantaged; *Language Attitudes; Language Maintenance; *Language Patterns; *Language Role; Language Variation; Second Language Instruction; Standard Spoken Usage; Teacher Attitudes

Findings about black language and speaking behavior may help increase understanding and accommodation of black students in education. While something is known about Black English as a medium of communication, little is known about the language itself. The teacher must learn to recognize basic linguistic and performance features of black English, as well as the varieties and systems of speaking style and values. The language should be seen as not just a linguistic system but as the expressive system of black culture. In sociolinguistic terms, Black English and Standard English differ both socioculturally, in the relationship and expectations of speaker and listener, and in world view, through the role of the speaker as performer. This difference in cultural focus is reflected in both performance patterns and the devices available, by convention, to the performers. This is most observable in adolescent and young adult talk, especially among men. The basic problem in defining features of Black English arises from the multitude of varieties that have evolved and are purposefully maintained. Until other meaningful adaptive techniques are introduced, Black English should be respected in education. (MSE)

ED 319 236 FL 018 505

Shuy, Roger W.

Terminological Interference in the Study of the Social Aspects of Language.

PUB DATE- 70
NOTE- 14p.; In: Dimension: Languages 70. Code-Cognition Approaches to Language Learning. Proceedings of the Southern Conference on Language Teaching (1970).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Dialects; Definitions; English; *Language Research; *Language Variation; *Research Problems; Second Language Instruction; *Sociolinguistics; Teaching Methods; *Vocabulary
IDENTIFIERS- *Neologism

As the field of sociolinguistics has emerged, its terminology, which like many other emerging disciplines contains many neologisms and new usages, has sometimes been called insensitive. This reaction may interfere with serious examination of the field's content. Areas of disagreement or dispute include terms used for the speech of black populations (Negro speech, Black English, and variants), terms used to refer to normative speech (standard and non-standard), terms used for techniques of teaching oral English (technique-oriented, language-oriented, and issue-oriented, and bidialectalism and biloquialism), and other miscellaneous terms (e.g., linguistics vs. sociolinguistics, informants, populations, and subjects, disadvantaged and speech deficit). Because the terms are closer to the real and recognizable social issues of the era, they create more controversy than more abstract terminology in some other disciplines. As such, interpretation of terminology can interfere with finding solutions to problems. Moderation and understanding is the only reasonable approach to terminology in the study of language in society. (MSE)

ED 319 237 FL 018 524

Killian, Patricia A.
Listen to the Cheerios: The ABC's of a Culture Course.
PUB DATE- 90
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Advertising; *Content Analysis; Cultural Differences; *Cultural Education; *English (Second Language); Intensive Language Courses; North American Culture; *Periodicals; Second Language Instruction; Teaching Methods

Teaching Intensive English students about American culture by having them analyze the advertising content of popular American magazines is suggested. A sample analysis of a typical "People" magazine reveals Americans' interests in nationalism, national pastimes, youth, sex appeal, diet, food, glamour, and cleanliness. Because each magazine reflects only one segment of the reading public, it is advisable for several different magazines to be analyzed, contrasted, and discussed. This method of teaching culture can also be used to study the cultures of other nations or peoples and to compare the cultures of different countries. A 22-item mini-bibliography is included. (JL)

ED 319 238 FL 018 528

Abulhaija, Lutfi Ahmad

The Development of Affixes in Urdu: A Case Study.

PUB DATE- 89

NOTE- 27p.; Revised version of a paper presented at the International Congress of Linguists (14th, Berlin, West Germany, August 10-15, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Affixes; Case Studies; *Child Language; English (Second Language); *Form Classes (Languages); Imitation; *Language Acquisition; Language Research; Listening Comprehension; *Morphology (Languages); Uncommonly Taught Languages; *Urdu; Young Children

This study gathered information on the acquisition of affixes in Urdu by native children. The research was carried out in the city of Irbid, in northern Jordan, and in the capital city of Amman. Data consist of tape-recorded, naturally occurring and elicited speech of 13 children aged 2.4 to 9 years. The children were native speakers of Urdu, living in a foreign country, and attending an English-medium school. Three supplementary tests of imitation, comprehension, and production of affixes were administered. Results indicate two stages of marked linguistic acquisition and production. Children aged 3.9-4.6 years mastered use of plural suffixes and verb conjugation according to number, person, and gender. The average mean length of utterance was high at this age because the children talked with little control of structure or vocabulary. Children aged 5.0-6.0 tried to imitate adult speech, showing an obvious increase in vocabulary due to mastery of two suffixes for making nouns and adjectives. Imitation appears to be the earliest acquired process, and comprehension preceded production. Negative prefixes were perceived and produced before positive ones. (MSE)

DOCUMENT RESUME

ED 319 239 FL 018 530

Phillips, Jon
Teaching/Training Social Language in Galang Refugee Camp: A Learning Process.
PUB DATE- Oct 87
NOTE- 100p.; Master's Thesis, School for International Training. Brattleboro, VT.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Acculturation; *Cultural Context; Culture Conflict; *English (Second Language); Foreign Countries; Instructional Materials; Intensive Language Courses; *Interpersonal Communication; Language Styles; Language Teachers; Material Development; Refugees; Second Language Instruction; *Teacher Supervision; *Vietnamese People
IDENTIFIERS- *Indonesia (Galang); *Refugee Camps

In response to concern among Galang refugee camp students about their ability to interact with Americans in the United States, a social language unit was developed and added to the English-as-a-Second-Language (ESL) curriculum. The unit addresses specific language functions, through syntactic forms, in the context of everyday social encounters that refugees are likely to find themselves. Difficulties encountered in implementing the unit include use of Indonesian teachers to teach appropriate English usage to Vietnamese students, rigidity of interpretation of the cultural information imparted, the need for instruction in lexical and grammatical forms as well as socially appropriate language, and the need to address the affective domain in intercultural encounters. Proposed solutions include offering Indonesian teachers loose cultural guidelines rather than rigid social rules, establishing a buddy system in which American volunteers are paired with newly arrived refugees or families for increased interaction, and classroom learning integrating formal language instruction and experience outside the classroom. Appended materials include the social language unit and transcripts of videos used in the unit. Videos are not included. (MSE)

ED 319 240 FL 018 532

Eichel, Bette
Training Part-Time ESL Instructors.
PUB DATE- 20 Nov 89
NOTE- 23p.; Paper presented at the Annual Meeting of the National Council of States for Inservice Education (San Antonio, TX, November 20, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Advising; Adult Basic Education; Adult Students; *Community Colleges; Cultural Awareness; *English (Second Language); Faculty Evaluation; *Inservice Teacher Education; Instructional Materials; *Language Teachers; *Literacy Education; *Part Time Faculty; Program Administration; Program Evaluation; Student Characteristics; Student Motivation; Student Placement; Two Year Colleges

The rising population of foreign residents, often with limited knowledge of the English language, has created an interest in developing programs in English as a Second Language (ESL). One community college has addressed the need by undertaking a program that focuses on the selection, training, and evaluation of part-time ESL and adult basic education instructors. The prospective ESL tutors are recruited from the literacy council, reading centers, private aid organizations, and all school levels. Participants then attend an intensive workshop to prepare for the classroom. These future teachers are assigned a mentor, experienced in the field, to help them design courses and gather materials, and to evaluate their progress. The program is organized based on current understanding of adult pedagogy, the characteristics and learning styles of adult learners, enhancement of student motivation, the need for cultural sensitivity with different ethnic groups, adaptation of materials, initial testing and placement, and the need for continued academic advising. Guidelines are presented for program design and administration, including instructor and program evaluation. A brief list of related resources is provided. (MSE)

ED 319 241   FL 018 533

Wyatt-Brown, Anne
Life after Graduate School: Skill Development for International Scholarship.
PUB DATE- 90
NOTE- 20p.; Paper presented at the Annual Conference of the Teachers of English to Speakers of Other Languages (24th, San Francisco, CA, March 6-10, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audience Awareness; Editing; English (Second Language); *English for Academic Purposes; Essays; *Foreign Students; *Graduate Students; Higher Education; Notetaking; Peer Evaluation; Proposal Writing; Revision (Written Composition); Scholarly Journals; Teacher Student Relationship; Technical Writing; *Writing for Publication
IDENTIFIERS- *Paraphrase; *Summarization

A graduate course on research and technical writing, intended for international students planning to publish papers in English-language journals and present their work at English-language conferences, is described. The course curriculum includes: (1) development of summarizing and paraphrasing skills, in order to provide students with the ability to recontextualize others' work, using oral summaries of textbook material and interactive note-taking techniques; (2) information on which journals might publish student works at various points (this is done by using coordinated writing assignments that analyze journals from different perspectives, including audience expectation) in their careers; (3) instruction in writing grant proposals and doing research projects; (4) preparation for writing essay exams, through practice with impromptu in-class essays with peer editing and class discussion; and (5) participation in weekly conferences. Guidelines for notetaking, essay and term paper writing, peer editing, and impromptu writing are included. Issues addressed in the implementation of the course are discussed briefly, including the question of whether American and international students should be mixed in advanced level classes, how to get shy students to participate actively, and how the instructor compensates for lack of subject-area knowledge about student writing topics. (MSE)

ED 319 242 FL 018 534

Benson, Beverly; Denzer, Debra
From Theory to Practice: ESL and Literature.
PUB DATE- 89
NOTE- 19p.; Paper presented at the Annual Meeting of the Southeast Teachers of English to Speakers of Other Languages (5th, Raleigh, NC, October 12-14, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; Class Activities; Classroom Techniques; *Course Content; Elementary Secondary Education; *English (Second Language); Essays; Higher Education; *Literature Appreciation; Second Language Instruction; *Theory Practice Relationship; Writing Assignments

While literature has often been ignored in the English-as-a-Second-Language (ESL) curriculum, there are good reasons for including it at all educational levels of ESL instruction. There are universal reasons for exploring literature, including the pleasure and escape it provides. In addition, ESL experts have found that literature encapsulates linguistic and cultural values. As a content area in ESL in higher education, literature is rich with terminology and concepts. ESL students in elementary and middle school benefit from positive reading experience, and may have no opportunity outside class for exposure to good children's literature. High school students can enjoy young adult literature. Adult basic education students benefit from a variety of literature types, and many issues and topics are relevant to this population. The advanced ESL student has particular skill development needs that can be addressed through literature study. Because of the inherent linguistic, literary, and cultural challenges in using literature in the ESL classroom, the demand on student and teacher is great, requiring pre-reading work and an orderly progression through each work. Instructors should provide an outline when introducing students to literature study. A variety of pre-reading, reading, classroom, and writing activities are available to enhance this process. (MSE)

ED 319 243 FL 018 535

Passport: Technology To Help the Middle Grades Second Languages Teachers.

North Carolina State Dept. of Public Instruction, Raleigh.

PUB DATE- 90

NOTE- 104p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Classroom Techniques; *Computer Assisted Instruction; *Computer Software; *French; Games; Information Networks; Intermediate Grades; Junior High Schools; Lesson Plans; *Middle Schools; Second Language Instruction; *Spanish; Telecommunications; Word Processing

IDENTIFIERS- North Carolina

This guide, resulting from a four-site middle school study of the use of computers and related technology in second language instruction, is presented for the use by middle school language teachers. The guide includes lessons, coded to the state teacher handbook for second language instruction, and management hints, sample lesson plans, and other resources. Introductory material includes an overview of the project, a list of project sites, and lists of individuals and software that may be useful resources for classroom teachers. A lesson plan template is also included. Sample lesson plans consist of software lessons for word processing in both French and Spanish courses, for language study in both French and Spanish, and for creative activities, including educational games and word processing utilities. The lesson plans are tied to specific, generally-available computer programs, and contain illustrations of computer screens contained in the programs. An instructional telecommunications network, available to educators in North Carolina, is also described. Suggestions and directions for classroom use of the electronic mail capabilities are offered. An appendix contains illustrated instructions for adapting a television and videocassette recorder for use as a computer monitor. (MSE)

ED 319 244 FL 018 536

Fleischman, Howard L.; And Others

Evaluation Guide for Bilingual Vocational Training.
Development Associates, Inc., Arlington, Va.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 87
NOTE- 103p.
CONTRACT- 300-86-0088
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; Adult Education; *Bilingual Education Programs; *Evaluation Criteria; *Evaluation Methods; Language Proficiency; Language Tests; *Program Evaluation; *Vocational Education
IDENTIFIERS- Basic English Skills Test

This guide is intended to assist individual bilingual vocational training projects improve their approach to program evaluation. The guide presents an overall framework to be used by local project staff and evaluators to establish the scope of evaluation and give direction in meeting local evaluation needs. The guide does not provide a "cookbook" approach to evaluation, but rather gives direction for planning, suggests evaluation questions around which to structure a local evaluation, provides sample data-collection instruments for use at various project stages, and gives specific guidance for carrying out critical data-collection activities. Chapters address the following aspects of the evaluation: process and plans, evaluation framework, program environment, program participants, program outcomes, and presentation of findings. Appended materials include: a statistical summary report form for reported data to the federal government; information on the format, content, and administration of the Basic English Skills Test; and a review of language proficiency tests. (MSE)

ED 319 245 FL 018 537

Yap, Kim O.; And Others
Making a Difference for the Bilingual Child: How One District Achieved its Goals.
PUB DATE- Apr 90
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; Admission Criteria; Behavioral Objectives; *Bilingual Education Programs; Communication Skills; Daily Living Skills; Educational Objectives; Educational Strategies; Elementary Secondary Education; *English (Second Language); *Immigrants; *Limited English Speaking; Program Descriptions; Program Design; Program Implementation; Skill Development; Staff Development; Student Characteristics; Teacher Characteristics
IDENTIFIERS- *Honolulu School District HI

The Students of Limited English Proficiency (SLEP) program of the Honolulu School District (Hawaii) is designed to help the large number of limited-English-speaking immigrants adjust to the American culture in the Hawaiian setting by acquiring basic communication skills for regular classroom participation and school activities. The program is implemented in 54 schools with over 60 permanent teachers, 10 educational assistants, and over 80 part-time teachers. Students are selected for participation and exit based on language dominance and proficiency ratings. Program components include: (1) a whole language approach emphasizing communication skills; (2) a comprehensive database containing achievement status and diagnostic data, norm-referenced, criterion-referenced, and non-test; (3) a program implementation checklist and quality control system; (4) an extensive staff development program; and (5) a survival skills segment for newly-arrived immigrants. Specific learner objectives include: making significant gains in oral language, reading, language arts, and mathematics; adjusting to school and community, and exiting the program at the 25th percentile or higher on a standardized achievement test. Evaluation of the program began only in 1985, with an extensive effort to develop a longitudinal database for student tracking, to initiate a quality monitoring process, and to implement systematic program evaluation. (MSE)

ED 319 246 FL 018 538

Vallduvi, Enric
"Only" and Focus.
PUB DATE- 90
NOTE- 15p.; Paper presented at the Annual Meeting of the Linguistic Society of America (64th, Washington, DC, December 27-30, 1989).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Analysis; *English; Language Research; Linguistic Theory; *Pragmatics; *Semantics
IDENTIFIERS- *Focus Marking

The relationship of the word "only," one of a class of words known as scalar particles, focus adverbs, focus inducers, or focus-sensitive particles, with the "focus" of the sentence is examined. It is suggested, based on analysis of discourse structure, that this "association with focus" is not an inherent property of this scalar particle. The finding is shown to be in agreement with the approach that suggests that the exhaustive "feeling" is a pragmatic implicature, and supports the conclusion that "association with focus" is not part of the semantics of "only," but a pragmatically induced mirage. (Author/MSE)

ED 319 247 FL 018 540

Berney, Tomi D.; Mohagdam, Val
Hispanic Orientation to Life in America. Project HOLA, 1987-88. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Jun 89
NOTE- 28p.; For a related document, see ED 298 797.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Acculturation; *Bilingual Education Programs; Career Awareness; *Cultural Awareness; *English (Second Language); *Hispanic Americans; Native Language Instruction; Parent Participation; Program Effectiveness; Program Evaluation; Secondary Education; Second Language Instruction; Spanish Speaking; Staff Development; Study Skills
IDENTIFIERS- Content Area Teaching; *Project HOLA NY

In its fifth year, the Hispanic Orientation to Life in America Project (Project HOLA) served 472 Spanish-speaking students of limited English proficiency. The aim of the program was to help students develop English language skills, enter mainstream classes, and understand Spanish and American culture. The program provided instruction in English as a Second Language (ESL) and native language arts (NLA), and bilingual content classes in mathematics, science, social studies, economics, and psychology. The program met one of it's stated ESL objectives, and achieved its objectives for orientation to American culture in one semester. It was not possible to assess NLA objectives, although skills did increase. Content area objectives were met in social studies and science in one semester. The attendance objective was met. It was not possible to determine whether the program met its objectives in staff development, study skills, or career studies. The parental involvement goal was not met. Program weaknesses included lack of coordination or centralization, changing student population, and shortage of resources. A program strength was that it benefitted its target population in ESL instruction, bilingual education, and orientation to American life. Inclusion of native history and culture in the curriculum and offering of parent courses are recommended. (MSE)

ED 319 248 FL 018 541

Berney, Tomi D.; Plotkin, Donna
Higher Achievement and Improvement through Instruction with Computers and Scholarly Transition and Resource Systems Program. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Mar 90
NOTE- 34p.
GRANT- T003A80178
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Gains; *Bilingual Education Programs; Chinese; *Computer Assisted Instruction; Curriculum Development; *English (Second Language); Haitian Creole; Limited English Speaking; *Native Language Instruction; Parent Participation; Program Effectiveness; Program Evaluation; Secondary Education; Second Language Instruction; Spanish; Staff Development
IDENTIFIERS- Content Area Teaching; *Project HAITI STARS NY

Project HAITI STARS served 360 students, native speakers of Haitian Creole, Spanish, and Chinese, in its first year through supplementary instruction in English as a Second Language (ESL), native language arts (NLA), and bilingual mathematics, science, and social studies. The project provided students with academic and personal counseling, tutoring, and career and college advising, and coordinated cultural and career-oriented trips. The project also offered activities to families of participating students, including basic skills classes at two sites, and staff development activities. The project met its ESL objectives and one of two NLA objectives. The project only partially met the content area objective, met one of two staff development objectives, and did not meet the curriculum development objective. Objectives in grade retention, referral to special programs, and parental involvement could not be assessed. Recommendations include: assessment of the objective related to increased awareness of pupils' needs to determine whether or not this objective can be evaluated; increased efforts to achieve stated objectives in curriculum development and parent involvement; and provision of opportunities for all staff to share ideas. (MSE)

ED 319 249 FL 018 542

Berney, Tomi D.
Spanish Native Language Arts Staff Development Turnkey Training Program, Spring 1989. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Jan 90
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Education; *Inservice Teacher Education; *Limited English Speaking; *Native Language Instruction; Program Evaluation; Secondary Education; *Secondary School Teachers; *Spanish

The Spanish Native Language Arts Development Turnkey Training Program attempted to create a network of secondary school administrators and teachers of Spanish acquainted with current research and methodology and able to provide staff development in native language arts for teachers of native Spanish speakers of limited English proficiency. Nine turnkey trainers and about 70 teachers participated. One language arts staff developer worked with the turnkey trainers on Saturdays from February through June. The turnkey trainers then worked with the teachers at six sites on Tuesday afternoons. The program met four of its objectives, and the fifth could not be assessed due to lack of data. Response to the program was positive among both trainers and teachers.

Recommendations for program improvement include beginning the program earlier in the school year, and extension of the program to serve English-as-a-Second-Language and Chinese native language arts teachers. (MSE)

ED 319 250 FL 018 543

Berney, Tomi D.; Simon, Monique S.
Summer Bilingual Program, 1989. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Feb 90
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *English (Second Language); *Graduation Requirements; High Schools; High School Students; Limited English Speaking; Mathematics Instruction; Program Evaluation; Science Instruction; Second Language Instruction; Social Studies; *Summer Programs
IDENTIFIERS- Content Area Teaching; *New York (New York)

The 1989 Summer Bilingual Program, funded for its third year by tax levy, served 2,365 limited-English-proficient high school students at 14 sites in Manhattan, the Bronx, Brooklyn, and Queens. Designed for the substantial number of students who are over-age for their grade, the program offered the English-as-a-Second-Language (ESL) and bilingual content courses needed for graduation. In response to recommendations from previous years, staff development was also offered. The program operated in conjunction with regular summer schools at each site. Program objectives were met in ESL and science instruction and came close in mathematics. Evaluation data on social studies were not available. The staff were supportive of program objectives but felt its weakness was in implementation. The most common criticisms were inadequate preparation time, lack of materials, incomplete transcript information from home schools, insufficient bilingual staff, a compressed learning schedule, and need for central coordination. Recommendations for program improvement include recruitment of more licensed and experienced bilingual staff, pre-session and continuing staff development, enlisting the cooperation of home school guidance counselors for improved placement, more central coordination to insure timely materials dissemination, rescheduled course and lunch hours, and collection of data for program evaluation. (MSE)

ED 319 251 FL 018 544

Berney, Tomi D.; And Others
Project Nuevos Horizontes, 1988-89. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

PUB DATE- Mar 90
NOTE- 29p.
GRANT- G008525045
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; *Bilingual Education Programs; *Business Education; Computer Assisted Instruction; *Cultural Awareness; *English (Second Language); Ethnicity; Graduation Requirements; Immigrants; Limited English Speaking; *Native Language Instruction; Parent Participation; Program Evaluation; Secondary Education; *Spanish Speaking; Staff Development
IDENTIFIERS- *Project Nuevos Horizontes NY

In its fourth year, Project Nuevos Horizontes served 315 limited-English-speaking, native Spanish-speaking students in fall 1988 and 300 in spring 1989. The majority of participants came from the Dominican Republic and Puerto Rico. The program's goal was to provide students with the academic and support services needed to ensure completion of graduation requirements and rapid transition (ESL), native language arts (NLA), and bilingual content area classes in science, mathematics, and social studies, and business education. Computer-assisted instruction, activities to reinforce pride in cultural heritage, and staff development and parental involvement activities were also provided. The project met its stated objectives in ESL, NLA, the content areas, attendance, cultural heritage, staff development, and parent involvement. The sole limitation of the project was that bilingual content area teachers did not conduct the courses bilingually, and more use of English would have served students better. A recommendation for program improvement was that teachers use English as well as Spanish in the content area courses. (MSE)

ED 319 252 FL 018 545

Berney, Tomi D.; Plotkin, Donna
Methodologies of Bilingual Instruction in Literacy Education. Project Mobile, 1988-89. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 90
NOTE- 31p.
GRANT- G008710403
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Bilingual Education Programs; Computer Assisted Instruction; *Computer Literacy; Curriculum Development; *English (Second Language); Federal Programs; Haitian Creole; Limited English Speaking; *Literacy Education; *Native Language Instruction; Parent Participation; Postsecondary Education; Program Evaluation; Secondary Education; Second Language Instruction; Spanish Speaking; Staff Development; Student Placement; Teaching Methods; Uncommonly Taught Languages
IDENTIFIERS- Content Area Teaching; *Project Mobile NY

In its second year, Methodologies of Bilingual Instruction in Literacy Education (Project MOBILE) provided 373 students of limited English proficiency, native speakers of Spanish and Haitian Creole, with supplementary English as a Second Language (ESL), native language arts (NLA), and content-area instruction. Project MOBILE stressed the acquisition of English and development of mathematics and computer skills through computer use. The project also provided staff and curriculum development activities and basic skills courses for parents, and met its objectives in ESL, computer science, and curriculum development. It met one staff development objective, and partially met content area objectives. Lack of data made assessment of objectives impossible in the areas of Spanish NLA, attendance, grade retention, referral to remedial programs and special education, staff awareness of pupil problems and needs, placement in programs for the gifted and talented and in postsecondary institutions, and parent involvement. Recommendations for program improvement include allocation of appropriate space for a resource and computer center at one site, and continued efforts to increase parental understanding and involvement in the program, offering activities of interest to parents such as ESL and/or basic skills. (MSE)

DOCUMENT RESUME

ED 319 253 FL 018 546

Berney, Tomi D.; Barrera, Marbella
Language Development through Holistic Learning (Mathematics, Art, Science, Technology, and Education Resources). Project MASTER, 1988-89. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 90
NOTE- 24p.
GRANT- G008525048
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Art Education; *Bilingual Education Programs; *Computer Literacy; Critical Thinking; Elementary Education; English (Second Language); Federal Programs; *Holistic Approach; Instructional Materials; *Interdisciplinary Approach; Limited English Speaking; Material Development; *Mathematics Instruction; Program Evaluation; *Science Instruction; Second Language Instruction; Spanish Speaking
IDENTIFIERS- *Project MASTER NY

In its fourth year, Project MASTER served 477 Spanish-speaking students in 5 elementary schools in the Bronx. The teaching strategy was holistic, integrating all aspects of the curriculum with English-language learning through science projects. The project developed curriculum materials, stressing attitudes toward and knowledge of science topics, and actively pursued capacity-building among bilingual teachers at project sites and in community projects. Objectives were achieved in English as a Second Language and mathematics. Assessment of objectives in science was not possible. Project strengths included a holistic, interdisciplinary, hands-on approach, an active engagement with community ventures, and the maintenance of an excellent relationship with school personnel. One recommendation for program improvement is the dedication of resources to capacity building for bilingual teachers, which will provide the necessary resources for incorporation of the project's approach into the regular school curriculum. (MSE)

ED 319 254 FL 018 547

Berney, Tomi D.; Gritzer, Glenn

Computer-Focused Russian Bilingual Instructional Program, 1988-89. OREA Report.

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 90
NOTE- 28p.
GRANT- T003A9011
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Business Education; *Computer Literacy; Counseling Services; Cultural Education; *English (Second Language); Federal Programs; High Schools; Limited English Speaking; *Native Language Instruction; Parent Participation; Private Schools; Program Evaluation; Public Schools; *Russian; Russian Literature; Second Language Instruction; Staff Development; Student Attitudes; Tutorial Programs; Vocational Education
IDENTIFIERS- Content Area Teaching

In its fourth year, the computer-Focused Russian Bilingual Instructional Program provided instructional and support activities to 276 Russian-speaking students, most of whom are limited English proficient, at 4 public and 2 private high schools in Brooklyn. Instructional activities varied by site. Public school students took English as a Second Language (ESL), native language arts (NLA) courses in Russian culture and literature, and content area (mathematics, science, and social studies) and business and vocational subjects taught bilingually or in English using ESL methodology. At private schools, the project offered individual and small-group tutorials in English and content areas. Additional program components included counseling, tutoring, vocational services, staff development, and parental involvement activities. The program met its objectives in ESL, NLA, content area subjects, and parental involvement, but did not provide sufficient data to assess the computer skills and student attitudes objectives. The project was found to be successful in providing English and native language instruction to recent Russian immigrants and in directly involving their parents or grandparents in activities. (MSE)

Berney, Tomi D.; Stern, Lucia
Career Awareness Program. Project CAP, 1988-89. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 90
NOTE- 29p.
GRANT- G008525048
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *Career Awareness; Chinese; Computer Literacy; Curriculum Development; Dropout Prevention; *English (Second Language); Federal Programs; Intermediate Grades; Limited English Speaking; *Native Language Instruction; Parent Participation; Program Evaluation; Second Language Instruction; Staff Development; Uncommonly Taught Languages
IDENTIFIERS- Content Area Teaching; *Project CAP NY

The Career Awareness Program (Project CAP) served 244 Chinese-speaking students, most of limited English proficiency, at 2 intermediate schools. The project's aim was to encourage students to stay in school by acquainting them with career opportunities available to high school graduates. Activities included bilingual career awareness classes, staff and curriculum development, supplementary activities for students, and parent outreach. Students took classes in English as a Second Language (ESL), and in native language arts (NLA). The project met its instructional objectives in ESL and content area courses. Data were insufficient for evaluating computer skills and NLA objectives.
Non-instructional objectives in attendance and staff development were met. Staff members participated in teacher training conferences and workshops and enrolled in college courses. The program developed resource manuals, held parent workshops, organized conferences attended by representatives of business and industry, and conducted field trips to cultural centers and business sites, thus meeting objectives in curriculum development, parent involvement, and supplementary activities. Recommendations for program improvement include reduction of a noise problem at one site by rescheduling and relocating, integration of career awareness classes at one site by integration into regular school offerings, and provision of NLA instruction at both sites. (MSE)

ED 319 256　　　　　　　　　　FL 018 549

Berney, Tomi D.; Gritzer, Glenn
Bilingual Children's Project. B.C.P., 1988-89. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 90
NOTE- 23p.
GRANT- T003A80168
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Chinese; *Critical Thinking; *English (Second Language); Federal Programs; Haitian Creole; Limited English Speaking; Parent Participation; Primary Education; *Problem Solving; Program Evaluation; Puppetry; Second Language Instruction; Spanish; Staff Development; Uncommonly Taught Languages; Young Children
IDENTIFIERS- *Content Area Teaching

The goals of the Bilingual Children's Project (B.C.P.) were to help students acquire skills in the English language content area subjects, critical thinking, and problem solving. In its first year, the project served 740 kindergarten through third grade students of limited English proficiency at 12 schools. Participants' native languages were Spanish, Chinese, and Haitian Creole. The program provided resource teachers and an educational assistant who demonstrated materials and consulted with participating schools. The program also arranged puppet shows as an adjunct to teaching and conducted staff development and parent involvement activities. Program objectives were met in English as a Second Language (ESL) at all grade levels, and in staff development. While no parent participation objectives had been set, parent involvement activities were provided. The project also expanded the original proposal to include puppet shows as a means of integrating content areas with ESL instruction. (MSE)

ED 319 257 FL 018 564

Blackshire-Belay, Carol
The Foreign Workers and Foreign Workers' German.
PUB DATE- 90
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Descriptive Linguistics; *Distinctive Features (Language); Ethnic Groups; Foreign Countries; *Foreign Workers; *German; Immigrants; Language Patterns; *Nonstandard Dialects; Second Language Learning; Semantics; Social Dialects; Vocabulary
IDENTIFIERS- *West Germany

Foreign Workers' German (FWG) refers to the acquired German language skills of workers from various countries who were recruited to West Germany between 1955 and 1973 to fill menial, undesirable jobs. Contact between these workers and native German speakers was limited because of the nature of the foreigners' work, the tendency toward residential segregation, and because native West Germans often viewed these workers as temporary residents of the country. Because of these social barriers, opportunities for these workers to acquire proper German language skills were also limited, but the need to communicate among themselves led foreign workers to develop a type of spoken German that combines elements of the workers' original languages with the non-standard use of German lexical items and unique constructions. For this study, 78 foreign workers were interviewed and their spontaneous speech was recorded and analyzed. Several discernable features of FWG are discussed. (JL)

ED 319 258 FL 018 565

Berney, Tomi D.; Stern, Lucia

Eligibility and Programming in Chapter I English as a Second Language (E.S.L.) Programs, 1988-89. OREA Report.

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Feb 90

NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *Compensatory Education; *Eligibility; *English (Second Language); Federal Programs; High Schools; Illiteracy; *Immigrants; *Limited English Speaking; Program Design; Program Evaluation; Second Language Instruction

Chapter I/Pupils with Compensatory Educational Needs programs in English as a Second Language (ESL) served students at 78 high schools in New York City, supplementing tax-levy-funded ESL classes in those schools serving limited-English-proficient (LEP) students. Chapter I of the Educational Consolidation and Improvement Act funded ESL and bilingual classes, bilingual guidance counselors, and paraprofessionals. Three program models were provided, each for a different type of high school, with specific formulas for allocation of funds at different instructional levels. Evaluation was conducted through interviews, data collection, and observation. Each participating school had diverse problems requiring different Chapter I programs, including native language illiteracy, increases in the number of immigrant students unprepared for the high school curriculum, social and economic difficulties facing new immigrant students, and large classes. In some cases, the constant influx of new students made functional grouping impossible, placing students at diverse ESL levels in the same class. Recommendations for program improvement include: examining effects of new LEP eligibility rules on demand for Chapter I funds to supplement tax levies, evaluating effects of class size on ESL learning; and exploring the effectiveness of the program model as it relates to student acquisition of English language skills and time needed to mainstream. (Author/MSE)

ED 319 259 FL 018 566

Berney, Tomi D.; And Others

The Cognitive Academic Learning Approaches through E.S.L. Content Areas with Career Exploration Strategies Program for Bilingual High School Students in New York City. Project CALA, 1988-89. OREA Final Evaluation Report.

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 90

NOTE- 33p.
GRANT- T003E80042
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; *Bilingual Education Programs; *Career Exploration; College Applicants; Dropout Rate; *English (Second Language); Federal Programs; High Schools; High School Students; Limited English Speaking; Native Language Instruction; Program Evaluation; Reading Instruction; Second Language Instruction
IDENTIFIERS- Content Area Teaching; New York City Board of Education; *Project CALA NY

Project CALA was a special alternative program at the International High School in Queens (New York City). In its first year, the project provided instructional and support services, emphasizing career education, to 171 high school students of limited English proficiency (LEP) who had lived in the United States for less than 4 years. The project provided instruction in English reading, content area subjects, and career education. Students participated in job internships and, if eligible, took community college courses. Staff development, curriculum development, and parent involvement activities were also provided. The project met its objectives in the content areas, career education internships, staff and curriculum development, attendance rate, dropout rate, and college application rate. Objectives in career education and in parent involvement could not be assessed. The parent involvement component could not be implemented as intended, and the English language acquisition objective was not met. Recommendations for program improvement include strengthening efforts to develop English language skills by offering additional hours of instruction and providing the data needed for full evaluation. (Author/MSE)

ED 319 260 FL 018 568

Allameh, Joy
Just Who Are These International Students Anyway?
PUB DATE- 89
NOTE- 18p.; Paper presented at the Annual Meeting of the Southeast Teachers of English to Speakers of Other Languages (Raleigh, NC, October 12-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Role; College Students; Educational Change; Educational Demand; Educational History; English (Second Language); Enrollment Rate; Enrollment Trends; *Financial Support; Foreign Countries; *Foreign Students; *Geographic Distribution; Higher Education; *Majors (Students); Second Language Programs; *Student Adjustment; *Student Characteristics; Student Costs; Student Financial Aid; Student Needs
IDENTIFIERS- United States

Foreign students enrolled in U.S. colleges and universities form a substantial proportion of the student population. The majority of these students come from Asia and most often choose to study business, management, and engineering. The number of female foreign students is rising. The foreign student population has special educational, social, and financial needs, and is sometimes criticized for a lack of academic, intellectual, and motivational preparation. The share of foreign students coming to the United States has decreased in proportion to those studying in other countries, and the proportion of foreign students to native students in the United States is lower than in other countries. Much of the higher education community has historically shown little interest in accommodating the special needs of foreign students, despite the estimate that one-third of the world's top positions in education, politics, the military, and business will be held by foreign students now attending American institutions. Weaknesses in recruitment, admissions, advising, and services are well-documented. In light of the importance of this population for institutions and for the world, improvement in recruitment, policy, and services for foreign students is essential. (MSE)

ED 319 261 FL 018 569

Berney, Tomi D.; Barrera, Marbella

The Bilingual Academic Services and Integrated Career Systems Program, BASICS 1988-1989. OREA Evaluation Section Report.

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 90
NOTE- 28p.; For 1987-88 report, see ED 317 050.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Advising; Attendance; *Bilingual Education Programs; *Career Education; *Career Exploration; Counseling Services; Curriculum Development; *English (Second Language); Federal Programs; Job Placement; *Limited English Speaking; Parent Participation; Program Evaluation; Secondary Education; Second Language Instruction; Social Studies; Staff Development; Tutorial Programs
IDENTIFIERS- Content Area Teaching; *Project BASICS

In its second year, the Bilingual Academic Services and Integrated Career Systems (BASICS) Program served 104 limited-English-proficient students at Bayside High School in Queens (New York City). Project goals were to develop English literacy skills, produce an organizing framework of thinking and language skills across the curriculum, generate a career education and exploration sequence, and prepare students for the psychosocial dimensions of work. Instructional activities included three levels of English-as-a-Second-Language instruction (ESL), two social studies courses taught with an ESL approach, and mainstream content area and vocational classes. The non-instructional component consisted of staff development, parent involvement, and support services (guidance, counseling, and tutoring). The project met its objectives in ESL, ESL-based content classes, and curriculum development. The program met two of three objectives for career-oriented activities, but failed to meet its objective for attendance. Recommendations for program improvement include strengthening efforts to improve attendance by improved contact with parents and peer counseling, keeping records of parent attendance, developing and implementing new techniques for parent involvement, and revising the evaluation design. (Author/MSE)

ED 319 262 FL 018 570

Berney, Tomi D.; Stern, Lucia
Bilingual Specialized Programs in New York City High Schools, 1988-89. OREA Evaluation Section Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 90
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; *Access to Education; Attendance; *Bilingual Education Programs; *English (Second Language); *Equal Education; Federal Programs; High Schools; Limited English Speaking; Native Language Instruction; Program Evaluation; Second Language Instruction; Vocational Education
IDENTIFIERS- Content Area Teaching; New York City Board of Education

The Bilingual Specialized Programs in New York City High Schools project was supported by tax-levy, Pupils with Compensatory Educational Needs, and state Categorical Aid to Bilingual Education funds. The program functioned in 15 high schools in Manhattan, Brooklyn, and Queens. The program's aim was to provide students of limited English proficiency with equal access to educational-option, academic comprehensive, and vocational/technical high schools. All sites offered English as a Second Language (ESL), content area, and vocational courses. The major program weakness was the shortage of qualified bilingual teachers and counselors. Major strengths included increasing administrator and teacher support at all sites and the eagerness of schools to expand their services to program students. Recommendations for program improvement include arranging for bilingual teachers and guidance counselors to work at more than one site to broaden service coverage, developing a cooperative program for on-the-job training, and increasing emphasis on speech in ESL classes. (Author/MSE)

ED 319 263 FL 018 571

Berney, Tomi D.; Hriskos, Constantine

Program Assistance for Neophytes. Project PAN, 1988-89. OREA Evaluation Section Report.

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 90
NOTE- 31p.
GRANT- G008525049
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *Career Education; Chinese; Curriculum Development; *English (Second Language); Federal Programs; High Schools; Korean; *Limited English Speaking; Native Language Instruction; Parent Participation; Program Evaluation; Staff Development; Uncommonly Taught Languages; Urdu; Vietnamese
IDENTIFIERS- Content Area Teaching; *Project PAN NY

In its fourth year, Program Assistance for Neophytes (Project PAN) served 455 students at 2 high schools. The program provided support services and supplemental instruction to students of limited English proficiency (LEP) as well as English-proficient (EP) students. The project provided LEP students with a transitional period of bilingual education. Native language arts (NLA) classes were available for EP students deficient in their native languages. The project targeted students whose native languages were Chinese, Korean, Vietnamese, or Urdu, and provided English-as-a-Second-Language (ESL) and NLA instruction (in Chinese and Korean), as well as bilingual mathematics, science, social studies, and career classes. Staff and curriculum development activities and ESL for parents were also offered. Three mini-projects functioned within the larger project, two pairing LEP and EP students for peer tutoring and extracurricular activities, and one providing computer instruction. Objectives in ESL instruction, parent involvement, and attendance and one objective in NLA were met. Program strengths include the instructional components, curriculum development, and peer pairing. The major weakness was a lack of supplementary services in the native language for students who were not Chinese or Korean. (Author/MSE)

ED 319 264 FL 018 572

Hirsch, Linda

Are Principles of Writing across the Curriculum Applicable to ESL Students in Content Courses? Research Findings.

PUB DATE- Nov 89
NOTE- 20p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (Baltimore, MD, November 17-22, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education Programs; Course Content; *English (Second Language); *Expressive Language; Higher Education; *Learning Strategies; Lecture Method; *Oral Language; Teaching Models; *Tutorial Programs; *Writing Across the Curriculum
IDENTIFIERS- City University of New York Hostos Community Coll

Two research studies conducted at the bilingual Hostos Community College of the City University of New York suggest that the classroom performance of adult, advanced, and post English-as-a-Second-Language (ESL) students benefits from the students' participation in tutor-led groups that focus on a particular course's content and employ talk and writing as learning aids. The first study of 60 students found significant differences between the mean grades of students participating in the tutor-led groups and the mean grades of a control set of students. In the second, corroborative study of 164 students, the tutored students received higher average grades and were less likely to fail or drop out of a class. The results of these studies demonstrate the importance of writing and talk in the learning process, and, based on qualitative evaluation of the data, it appears that expressive talk is an equal if not greater contributor to the learning process than is writing. The results also raise questions about the effectiveness of the lecture mode as an instructional tool with the ESL population. (JL)

ED 319 265 FL 018 573

Graham, Janet G.

Changing Fossilized Speech: What Does It Take?

PUB DATE- Mar 90
NOTE- 21p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (24th, San Francisco, CA, March 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Engineers; *English (Second Language); Foreign Nationals; Grammar; Phonemes; *Professional Occupations; *Pronunciation Instruction; *Remedial Instruction; Scientists; Second Language Instruction; *Speech Skills; *Suprasegmentals
IDENTIFIERS- *Fossilized English

At an employer's request, a course was developed to improve the speech skills, and remediate fossilized speech, of six Asian engineers and scientists. All had spoken English for many years, and averaged 10 years of residence in the United States. These students were recorded reading a dialogue as well as in free speech. A needs assessment was performed by analyzing the recordings and by tests of grammar and listening comprehension. Based on the results, instruction focused on developing more comprehensible speech, using existing knowledge of vocabulary and structure. Emphasis was placed on suprasegmentals and certain problematic phonemes, with some work on grammatical errors. Techniques were used to stimulate student motivation to improve speech. Instruction consisted of teacher explanations and demonstrations, structured oral practice, communicative activities, and laboratory and home work with language tapes. At the end of the course, three students clearly demonstrated improvement. All students felt they had benefited from the course and petitioned to have it extended. Teaching students with fossilized speech requires a different approach, focusing more on form and paying greater attention to student motivation. Small classes, individualization, and improvement of student self-monitoring are advisable. (MSE)

ED 319 266 FL 018 574

Cross Currents, A Journal of Language Teaching and Cross-Cultural Communication, Volumes 13-16, 1986-1989 (8 Issues).
Language Inst. of Japan, Odawara.
PUB DATE- 86
NOTE- 815p.
LANGUAGE- English
EDRS Price - MF05/PC33 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Book Reviews; Class Activities; Classroom Techniques; Cognitive Style; *Cross Cultural Training; *English (Second Language); *Intercultural Communication; Japanese; Second Language Instruction; Second Language Learning
IDENTIFIERS- *Japan; *Teachers of English to Speakers Other Lanauges

"Cross Currents" is a biannual journal (first published in 1972) contributing to the interdisciplinary exchange of ideas within the areas of communication, language skills acquisition and instruction, and cross-cultural training and learning. It is especially receptive to articles on: (1) language teaching and learning, especially regarding English as a Second/Foreign Language and English as an International Language; (2) Language teaching and learning as they apply to the situation in Japan; and (3) Cross-cultural communication issues. "Cross Currents" strives to publish articles concerned with teaching methodologies, techniques, and issues that are multicultural rather than culture-specific. An effort is made to balance abstract and theoretical articles with

articles directly applicable to the classroom. Short practical articles are featured in a "Bright Ideas" section. (WTB)

DOCUMENT RESUME

ED 319 267 FL 800 085

Hammond, Jennifer
The NCELTR Literacy Project.
PUB DATE- Sep 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- Adult Education; *Adult Literacy; Applied Linguistics; *English (Second Language); Foreign Countries; Higher Education; Linguistic Theory; *Literacy Education; Oral Language; Program Descriptions; *Research and Instruction Units; Teacher Role; *Theory Practice Relationship; Written Language
IDENTIFIERS- *Macquarie University (Australia); *Registers (Linguistics)

A project undertaken at Macquarie University's National Centre for Language Teaching and Research (Australia) focuses on the literacy development of adult learners from non-English speaking backgrounds. The project draws on systemic-functional linguistics and work in literacy that derives from this theory. Systemic linguistics provides a theory of language that focuses on how language functions and the resources available in the lexico-grammatical systems of language can be utilized to make meaning. The program description begins with an outline of the theory and its model of language, and presents some points relevant to the literacy project. Issues emerging from the project that are relevant to literacy development include the following: The importance of the kinds of texts presented to students; the significance of the relationship between spoken and written language; the role of the teacher in relation to explicit teaching; effective provision of information to students; task-based syllabus design and learner-centered curriculum; and independent learning. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

Gaber-Katz, Elaine; Zettel, Kathryn
Guide to Resources for ESL Literacy Facilitators.
Toronto Board of Education (Ontario). Continuing Education Dept.
PUB DATE- 90
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Community Services; *English (Second Language); Foreign Countries; *Literacy Education; *Program Development; *Reading Instruction; Second Language Instruction; Second Language Learning; Self Help Programs; Teaching Guides; Teaching Methods; *Tutors; Womens Education; *Writing Instruction

This resource guide, for English-as-a-Second-Language (ESL) literacy facilitators, reviews a variety of resources for ESL literacy. The guide contains three sections. The first section cites four books that provide a theoretical context for literacy work: "Ah-Hah! A New Approach to Popular Education" (Gatt-Fly); "Approaches and Methods in Language Teaching" (Jack Richards and Theodore S. Rogers); "Principles of Language Learning and Teaching" (Douglas Brown); and "Working Together for Change: Women's Self Help Network." The second section contains reviews of four resources for facilitators: "A Handbook for ESL Literacy" (Jill Bell and Barbara Burnaby); "ESL/Literacy: An Introductory Handbook for Tutors" (John Booker et al.); "An Introduction to Literacy Teaching" (Gillian Anciano et al.); and "Reading and Writing Skills: A Kit for Tutors" (Margaret Iaquinto). Books in the third section focus on program planning: "How's It Going? An Alternative to Testing Students in Adult Literacy" (Martin Good and John Holmes); "The Instructor's Survival Kit: A Handbook for Teachers of Adults" (Peter Franz Renner); "Tutor Training Handbook" (Gwen Darch and Barbara Marchant); and "Training for Transformation: A Handbook for Community Workers" (Anne Hope and Sally Timmel). Each citation provides basic bibliographic information, reasons for choosing the book as a resource, and a view of what may be learned from it. (MSE)

ED 319 269 FL 800 126

Houston Community College Eligible Legalized Alien Program.
Curriculum Unit, ESL I (Spanish and English Literacy).

Houston Community Coll. System, Tex.

PUB DATE- 90
NOTE- 219p.; Occasional weak type.
LANGUAGE- English; Spanish
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Course Organization; Curriculum Guides; Diagnostic Tests; *English (Second Language); Handwriting; *Immigrants; *Literacy Education; Mathematics Instruction; Native Language Instruction; Reading Skills; Second Language Programs; *Spanish; Writing Instruction; Writing Skills
IDENTIFIERS- Houston Community College TX; *Immigrant Amnesty

This curriculum guide for a Spanish and English-as-a-Second-Language (ESL) literacy unit for adult students consists of an introductory section, a diagnostic test and a course of instruction, and appended materials. The introduction outlines the institution's part-time personnel policies as they relate to program instructors, common questions and answers about literacy and literacy education techniques, and a one-page list of useful references. The test is designed to assess both literacy readiness and actual reading and writing skills. It is to be administered every 10 weeks during the program to monitor progress and readiness for the next level of instruction. The curriculum guide presents basic objectives and specific instructions for the presentation of course material to students, with supplementary information about applicable teaching techniques. Appended materials include seven sections containing tips for the teacher on Spanish grammar and common vocabulary, and reproducible materials for classroom pre-reading and pre-writing activities, handwriting instruction, Spanish literacy instruction, English literacy instruction, mathematics instruction, and dual literacy. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

HE

ED 319 270 HE 021 547

History of Higher Education Annual: Volume 7, 1987.
Rochester Univ., N.Y. Graduate School of Education and Human Development.
PUB DATE- 87
NOTE- 137p.
AVAILABLE FROM- School of Education and Social Policy, Northwestern University, 2003 Sheridan Road, Evanston, IL 06208 ($10.00, individuals; $12.50, institution; $15.00, foreign).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- Black Students; Curriculum; *Educational History; *Educational Practices; Educational Trends; Females; *Foundations of Education; Graduate Study; *Higher Education; Judaism; Liberal Arts; Philanthropic Foundations; Regional Attitudes; Social Life; Social Sciences
IDENTIFIERS- Bond (Horace Mann); College of New Rochelle NY; Higher Learning in America (Hutchins); Jewish Theological Seminary of America NY; University of Chicago IL

Five articles and two review essays are presented on the history of American higher education between the Civil War and World War II. "Revisiting Hutchins" and "The Higher Learning in America" (Benjamin McArthur) discusses Robert Maynard Hutchins' 1936 publication which promoted development of liberal arts curricula. "The Graduate Education of a Black Scholar: Horace Mann Bond and the University of Chicago" (Wayne Urban) looks at Bond's choice of a field of study, influential faculty members, and Chicago philanthropic connections. "Preserving the Pedestal: Restrictions on Social Life at Southern Colleges for Women, 1920-1940" (Amy Thompson McCandless) comments on southern colleges' promotion of traditional views of womanhood and their reinforcement of Southern paternalism. "The Founding and Early Years of the Jewish Theological Seminary of America" (Robert Fierstien) examines the Seminary's influence in the areas of Jewish education, social work, and Zionism and its development of university-trained, traditional rabbis. "Against the Odds: Mother Irene Gill and the Founding of the College of New Rochelle" (Tracy Mitrano) discusses Gill's influence on the development of this New York school. "Knowledge and Power: American Higher Education in the Twentieth Century: A Review Essay" (Robert Church) reviews three 1986 publications. "Social Science and the Social Functions of Ideas: A Review Essay" (Thomas Popkewitz) examines five 1984-1986 books which explore the professionalization of knowledge and the role of the intellectual in contemporary industrial societies. (JDD)

ED 319 271 HE 022 862

Glazer, Judith S.
Nelson Rockefeller and the Politics of Higher Education in New York State.
State Univ. of New York, Albany. Nelson A. Rockefeller Inst. of Government.
PUB DATE- May 89
NOTE- 29p.
AVAILABLE FROM- The Nelson A. Rockefeller Institute of Government, 411 State Street, Albany, NY 12203.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; Educational Policy; *Governance; Higher Education; History; Leadership; Policy Formation; *Politics; State Action; *State Government; *State Universities
IDENTIFIERS- *New York; Rockefeller (Nelson); State University of New York

A review is made on the impact of educational policy making and institutional change in New York State during the governorship of Nelson Rockefeller. The study reveals how the governorship had been made an instrument of public policy, working with a strongly led Board of Regents and the educational establishment in transforming the State University of New York (SUNY) into the nation's largest multicampus public university. The expansion of public higher education in New York State is analyzed in the context of political, economic, and social developments throughout the 1960s. While the blueprint for SUNY's growth was central, parallel shifts in the state's public sector and in the City University are important elements in the analysis. The study also shows how a confluence of individuals and events in the state provided the impetus for the growth of higher education, resulting in the nation's first and third largest public universities, largest private university sector, largest student aid program, and a broad-based political support for these enterprises making New York State Higher Education a major political and economic force. Contains 88 notes and references. (Author/GLR)

ED 319 272 HE 023 050

Conn, Robert H.
Rear Guard on the Escalator: The Struggle To Protect the Liberal Arts Core in Higher Education. Occasional Papers, No. 80.
SPONS. AGENCY- United Methodist Board of Higher Education and Ministry, Nashville, Tenn.
PUB DATE- 20 Oct 89
NOTE- 13p.
AVAILABLE FROM- Board of Higher Education and Ministry, The United Methodist Church, P.O. Box 871, Nashville, TN 37202 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Education; *Church Related Colleges; *Core Curriculum; *Curriculum Development; Educational Change; Educational Philosophy; Futures (of Society); General Education; Higher Education; Humanistic Education; Influences; *Integrated Activities; Interdisciplinary Approach; *Liberal Arts; Private Colleges
IDENTIFIERS- Methodist Church

The debate about the core content of liberal arts education may have become irrelevant, as interrelated factors could turn the future increasingly toward career education: (1) demographics force colleges to continue their search for older and nontraditional students, who enroll in college largely for career education; (2) college finances will depend increasingly upon marketing education to nontraditional students; (3) the interests of students lead them to professional training; (4) certification or credentialing groups exert strong controls over curriculum; (5) colleges function more like corporations, with individual departments having limited spheres of influence; and (6) faculty seem often not to embody the best results of liberal learning. Those who care about liberal learning are encouraged to demonstrate the unity of learning by integrating liberal arts core content and career education. Humane learning should infuse three items into all career training--it should internationalize, moralize, and historicize. The church can make three contributions in career-bound institutions: the church can transform the quest for occupation into the discovery of vocation; the church can reveal the world's stories and teach its own counter stories; and the church can encourage college administrators, faculty, and students through spreading the New Testament gospel. (JDD)

History of Higher Education Annual, Volume 8, 1988.
Rochester Univ., N.Y. Graduate School of Education and Human Development.
PUB DATE- 88
NOTE- 128p.
AVAILABLE FROM- School of Education and Social Policy, Northwestern University, 2003 Sheridan Road, Evanston, IL 60208 ($10.00, individuals; $12.50, institution; $15.00, foreign).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *College Administration; *College Presidents; Educational Change; *Educational History; Females; Foreign Countries; *Higher Education; *Leadership; Medical Education; Political Influences; Political Science; Progressive Education; Specialization; Women Administrators
IDENTIFIERS- Antioch College OH; Bryn Mawr College PA; Cremin (Lawrence); Flexner (Abraham); Germany; Morgan (Arthur); Thomas (M Carey)

Four articles and two review papers are presented on themes relating to educational leadership within institutions, organizations, and networks and to the development and promulgation of ideas within academic disciplines. Three of the articles explore the opportunity structures that promoted the rise of two college presidents and one powerful educational administrator: (1) M. Carey Thomas in "'Putting a Woman in Sole Power': The Presidential Succession at Bryn Mawr College, 1892-1894" (Cynthia Brown); (2) Arthur Morgan in "'Forcing Them to Be Free': Antioch College and Progressive Education in the 1920s" (Judith Sealander); and (3) Abraham Flexner in "Abraham Flexner and the Politics of Educational Reform" (Steven Wheatley). A fourth article, "Exile and Return: Political Science in the Context of (West-) German University Development from Weimar to Bonn" (Rainer Eisfeld), focuses on the New Deal, wartime, and postwar experiences of German emigre intellectuals to the United States. The two essay reviews are: "Mixed Blessings: Science and Specialization in American Medical Education" (Ellen More) and "Lawrence Cremin on American Higher Education: A Review Essay" (James McLachlan). (JDD)

ED 319 274 HE 023 133

Hendrickson, Robert M.
Graduate Student Handbook.
Pennsylvania State Univ., University Park. Coll. of Education.
PUB DATE- 89
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- College Curriculum; College Programs; *Degree Requirements; Degrees (Academic); *Graduate Study; Higher Education; *Orientation Materials; *Postsecondary Education as a Field of Study; *School Policy; State Universities
IDENTIFIERS- *Pennsylvania State University

This handbook describes procedures and policies of the Higher Education Program at Pennsylvania State University, for the benefit of prospective and newly admitted students. Following an overview of the program, requirements for the Master of Education degree are spelled out. The handbook outlines important milestones in doctoral programs and requirements specific to the Doctor of Education and Doctor of Philosophy degrees. Procedures for acquiring a minor in higher education are also reviewed. The handbook describes the Higher Education Student Association, lists the higher education faculty, and lists course offerings in higher education. Appendices include program worksheets for the Master of Education degree and doctoral programs; forms for requesting the qualifying examination and candidacy examination; proposed/approved plan of study forms; forms to request oral defense of dissertation proposal and final dissertation; a form to request to appoint or change a doctoral committee; and a form for proposal of an internship/independent study. (JDD)

ED 319 275 HE 023 142

Peters, Thomas J.; Yonai, Barbara A.

A Schine-ing Example: How To Evaluate the College Union.

PUB DATE- Nov 89
NOTE- 7p.
AVAILABLE FROM- Association of College Unions-International, 400 East

Seventh Street, Bloomington, IN 47405 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; *Educational Environment; *Evaluation Methods; Evaluation Research; *Extracurricular Activities; Higher Education; Organizational Development; Quality of Life; *Student College Relationship; Student Personnel Services; *Student Unions; *Student Welfare
IDENTIFIERS- Syracuse University NY

The idea of making college students more comfortable with their campus environment through involvement in extracurricular activities, thus helping them remain in school, has never been argued by those in the college union field. Nevertheless, efforts and theories in this endeavor have been rarely supported by research and evaluation. Reliable and valid research data can help higher education institutions properly invest in housing, student centers, and recreational facilities and programs for students. The Schine Student Center (Syracuse University, New York) administration and directors of units housed in the student center developed a comprehensive plan for the evaluation of their center including the physical environment, programs offered, and the impact of the Center on student quality of life. With the use of interviews, surveys, focus groups, and record analysis, the Center administrators learned two major lessons: (1) that this type of research is time-consuming and expensive requiring a major commitment, and (2) that most of the college student's intellectual development occurs outside of the classroom, and if a proper space is provided, adequate programs developed, and adequate public notice given about scheduled events, the learning environment becomes stronger, and thus, the university becomes stronger. Contains 4 references. (GLR)

ED 319 276 HE 023 195

Boyer, Ernest L.
In Search of Community.
PUB DATE- 18 Jan 90
NOTE- 16p.; Paper presented at the Annual Meeting of the American Council on Education (Washington, DC, January 18, 1990).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Administration; *College Environment; Community; *Educational Objectives; *Governance; *Group Unity; Higher Education; Institutional Mission; *Organizational Climate; *Organizational Objectives; Social Values; Standards

Student apathy, alcohol abuse, racial and ethnic divisions, and acts of incivility are weakening the integrity of many higher education institutions and limiting their ability to function as vital communities of learning. A set of agreed-upon standards of campus governance is needed to guide the conduct of all members of the community and give direction to the institution. Five principles provide a framework within which a vital community of learning can be built: (1) a purposeful community, where the intellectual life is central and where faculty and students work together to strengthen teaching and learning on the campus; (2) a just community, where the dignity of all individuals is affirmed and where equality of opportunity is vigorously pursued; (3) an open community, where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed; (4) a disciplined community, where individuals accept their obligations to the group and where well-defined governance procedures guide behavior for the common good; and (5) a caring community, where the well-being of each member is sensitively supported and where service to others is encouraged. (JDD)

ED 319 277   HE 023 196

Byman, Abigail
Student v. Union: Colleges at Risk.
Association of College Unions-International, Bloomington, IN.
PUB DATE- Jan 90
NOTE- 6p.
AVAILABLE FROM- Association of College Unions-International, 400 East Seventh Street, Bloomington, IN 47405 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accident Prevention; *Administrator Responsibility; Civil Liberties; *Compliance (Legal); Constitutional Law; Court Litigation; Freedom of Speech; Higher Education; *Legal Responsibility; *Safety; Student Rights; *Student Unions

College union administrators should be careful about the use of facilities, particularly in public schools, because of the potential for legal liability. Institutions of higher education today are vulnerable to being sued in regard to issues of free speech, trespass, and religion. Areas of potential liability include (1) serving alcoholic beverages, (2) certain potentially physically harmful activities, e.g., trampolining, (3) structural hazards such as holes in athletic fields and dangerous staircases (particularly a problem when students have become inebriated), and (4) violations of First Amendment rights. The First Amendment to the U.S. Constitution, although not strongly applying to private schools, is very applicable to public schools. Attempts to restrain, for example, the exercise of free speech during demonstrations, or the banning of activities of certain religious groups must be carefully considered. Additionally, in matters of student discipline, if the institution acts irresponsibly, a violation of the Fourteenth Amendment is possible. Risk management techniques are considered necessary for all college and university administrators in avoiding legal liability. Ten suggestions are provided on improving the institution's prospects if sued. Contains 3 references. (GLR)

ED 319 278 HE 023 313

Preparing for the Next Reauthorization: Need Analysis Issues. A Discussion Paper from the College Scholarship Service (CSS) Council Committee on Standards of Ability to Pay, Prepared for the 1990 Regional Meetings of the College Board. CSS Reports, Number 3.

College Entrance Examination Board, New York, N.Y. Coll. Scholarship Service.
PUB DATE- Feb 90
NOTE- 35p.
AVAILABLE FROM- College Scholarship Service, The College Board, 45 Columbus Ave., New York, NY 10023-6992.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Definitions; Family Financial Resources; Family Income; Higher Education; *Need Analysis (Student Financial Aid); Needs Assessment; *Parent Financial Contribution; *Paying for College; Self Supporting Students; *Student Financial Aid

This report analyzes key student financial aid need issues in preparation for the reauthorization of the Higher Education Act. The issues discussed in the report were chosen by the College Scholarship Service's Council Committee on Standards of Ability to Pay, for discussion at the College Board's Regional Assemblies. The issues include: (1) definition of independent student status, (2) treatment of independent students, (3) use of base-year versus estimated-year income, (4) number-in-college adjustment, (5) development of a single need analysis system, (6) treatment of divorced/separated parents, (7) treatment of assets, and (8) simplified need analysis. For each issue, the report outlines the problem and questions for consideration; for many issues, it makes a proposal for change. A survey form is enclosed for interested readers to communicate their opinions on these issues. (JDD)

ED 319 279 HE 023 315

Gibbs, Leonard E.
Teaching Critical Thinking at the University Level: A Review of Some Empirical Evidence.
PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- College Curriculum; *Critical Thinking; Higher Education; *Instructional Effectiveness; Measurement Techniques; Performance Factors; *Skill Development; Teaching Methods; *Thinking Skills

Nine studies of teaching critical thinking in universities are reviewed. A table summarizes the methodological features of the nine studies, describing each study's merits and allowing comparison across studies by criterion. A second table summarizes findings and measures used to quantify those findings. Findings are discussed in terms of measures of critical thinking, effectiveness of conventional curricula, effectiveness of curricula designed specifically to teach critical thinking, and factors associated with successful learning by participants. Includes 27 references. (JDD)

ED 319 280 HE 023 317

Woolbright, Cynthia, Ed.
Valuing Diversity on Campus: A Multicultural Approach. College Unions At Work Monograph Series Number 11.
Association of College Unions-International, Bloomington, IN.
PUB DATE- 89
NOTE- 89p.
AVAILABLE FROM- Association of College Unions-International, 400 East Seventh Street, Bloomington, IN 47405 ($28.00 members, $45.00 non-members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Campuses; *Cultural Awareness; Cultural Differences; Cultural Isolation; Cultural Pluralism; Higher Education; Homosexuality; Institutional Role; *Minority Groups; Models; *Multicultural Education; Racial Bias; Religious Cultural Groups; *Social Integration

The social isolation caused by differing cultural backgrounds of minority students on college campuses creates certain "points of tension" that reduce faculty effectiveness and limit student vision. This monograph attempts to provide a greater awareness and understanding of these issues within the context of the role of college unions and student activities. The first chapter provides an overview for concepts of racism, diversity, and culture and identifies the importance of institutions and power as related to oppression. Chapters 2-5 identify four racial-ethnic group classifications, including Blacks, Hispanics, Asian-Americans, and Native Americans, and supplies historical background information for each group. Chapters 6 and 7 identify gay and lesbian and religious issues as considerations in diversity. Chapter 8 describes a four-stage model for multicultural education and awareness based on developmental sequence for achieving a multicultural consciousness. The final chapter summarizes authors' comments and conclusions. References accompany each chapter. (GLR)

DOCUMENT RESUME

ED 319 281 HE 023 318

Welker, Randy S.

A Special Report on the Alaska Commission on Postsecondary Education--Collection of Defaulted Student Loans.

Alaska State Commission on Postsecondary Education, Juneau.; Alaska State Legislature, Juneau.

REPORT NO.- 05-4315-88-S
PUB DATE- 15 Aug 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Financial Audits; Financial Policy; Government Role; Higher Education; *Loan Default; *Loan Repayment; Performance Contracts; Privatization; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Alaska

In accordance with a Legislative Budget and Audit Committee special request and the provisions of Title 24 of the Alaska Statutes, a review was conducted of the Alaska Commission on Postsecondary Education's experience with various collection contractors used to collect defaulted student loans. The primary purpose was to assess the success that private contractors have had in collecting student loans. The report begins with descriptions of the Alaska Student Loan Program, the Alaska Student Loan Corporation, and two collection agencies: Collect Alaska Network, Inc.; and Patterson and Van Abel. A historical background of the situation of defaulted loans is presented, along with an analysis of the gap in processing past due accounts, the default rate, prospective policy and approach, and attachment of permanent fund dividends. Information regarding collection proceeds and costs is also provided. Recommendations are made for improving internal controls involving collection contracts, and for further developing and implementing a policy for identifying and writing off uncollectible student loan accounts. The Commission's response to the findings and recommendations is attached. (JDD)

ED 319 282 HE 023 388

Tellefsen, Thomas E.
Improving College Management. An Integrated Systems Approach.
United Negro College Fund, Inc., New York, N.Y.
REPORT NO.- ISBN-1-55542-182-2
PUB DATE- 90
NOTE- 594p.
AVAILABLE FROM- Jossey-Bass, Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 ($49.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrative Organization; *College Administration; *Decision Making; Financial Policy; Fund Raising; Higher Education; Interaction; Leadership; *Management Systems; Matrices; Money Management; Planning; *Policy Formation

The premise of this book is that successful management depends primarily on the fundamental structures and procedures that a college or university has in place. It is noted that flaws in these structures and procedures will doom efforts to achieve institutional goals. This book, which offers guidance to higher education administrators in developing sound systems and policies, is organized into five parts: The first provides a general overview of institutional governance, leadership, and management; the remaining four offer a more detailed analysis of the major operational units of academic affairs, student affairs, development, and business and financial affairs. Five domains of managerial activity common to all higher education institutions are identified, and for each procedures and interactions for good standards of practice are outlined. interactions necessary for good standards of practice. Seventy-nine detailed charts are provided identifying the essential steps for activities ranging from fundraising and determining faculty salaries to developing a campuswide computer system. Details are given of specific divisions of authority and responsibility, their interactions, and how they effect other divisions or departments within the institution. It is explained that only by developing a clear understanding of the ways activities and procedures connect and overlap can administrators improve the management of their colleges and universities. Also provided is a glossary of position titles and management functions. (GLR)

ED 319 283 HE 023 398

Pettit, Lawrence K.
Old Problems and New Responsibilities for University System Heads. Monograph Series, Number 1.
PUB DATE- 6 Apr 89
NOTE- 13p.; Adapted from Keynote Remarks given at the Annual Meeting of the Pennsylvania Association of Councils of Trustees (Hershey, PA, April 6, 1989).
AVAILABLE FROM- National Association of System Heads (NASH), 539 DeGarmo Hall, Illinois State University, Normal, IL 61761-6901 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrative Organization; *Administrator Role; *College Administration; Higher Education; Leadership; *Management Systems; *Systems Approach; Systems Development

This pamphlet discusses the original rationale for university systems, points out some of the problems existing because of the definition of that rationale, and proposes a new responsibility for university systems and a new challenge for their leaders. The pamphlet affirms that the system chief executive officer (CEO) and board of governors are internal to the university, refuting the widespread view that they are external to the campuses and constitute state control. The CEO of a university system has three sets of responsibilities: nurturing, leading, and managing. A fundamental problem in most systems is a dissonance between the official allocation of authority expressed in the policy manual or table of organization and the actual practices and procedures that have evolved. Problems inherent in the CEO's role are a foggy identity, a lack of constituency, the requirement to observe ceremony and protocol, and the problem of having to assert and re-assert legitimacy. New challenges include: (1) the provision of a social and moral vision; (2) the rapid and continual change in technology; (3) the environment; and (4) the range of international obligations. (JDD)

Blackburn, Richard D.
Here's Looking at You. The Decade Reviewed.
Association of College Unions-International, Bloomington, IN.

PUB DATE- Mar 90
NOTE- 9p.
AVAILABLE FROM- Association of College Unions-International, 400 East Seventh Street, Bloomington, IN 47405 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Ancillary School Services; *Budgeting; College Stores; Extracurricular Activities; Financial Problems; Higher Education; *Privatization; Recreational Facilities; *Retrenchment; Student College Relationship; *Student Unions; Trend Analysis

Student unions of the 80's struggled to try to find the proper balance between service and education while meeting financial requirements as institutional support began to ebb. Upgrading food service, serving alcoholic beverages, and offering packaged events and mini-courses were all used to serve the needs of the student population as well as bolster revenue. As budgets tightened, university administrators were directing college unions to pay their own way. Unions began accepting corporate support to survive and contracting became popular, but financial burdens were still high. Private businesses are raising unfair competition issues and asking for closer scrutiny of college union enterprises by the Federal government. Today, many private sector contractors are operating union services. Today's college unions are facing some major problems, among them are space shortages and a loss of mission. The pendulum has swung in favor of financial and operational goals and away from being a unifying force in building a campus community. In the '90s, college unions must reaffirm their legitimacy as an integral part of higher education. (GLR)

ED 319 285 HE 023 406

Mortenson, Thomas G.
The Impact of Increased Loan Utilization among Low Family Income Students.
American Coll. Testing Program, Iowa City, Iowa.
REPORT NO.- ACT-90-1
PUB DATE- Feb 90

NOTE- 75p.
AVAILABLE FROM- ACT Publications, P.O. Box 168, Iowa City, IA 52243.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Economics; Enrollment Trends; *Grants; Higher Education; High Risk Students; Investment; *Low Income Groups; Student Attitudes; *Student Financial Aid; *Student Loan Programs

This study used economic investment theory and attitudinal survey data to examine the relationship between the decline in low-income participation in higher education and the substitution of loans for grants in federal student financial aid programs. Loans are seen to substantially decrease the net benefits of college attendance to low-income students because of these students' greater risk of academic failure and the addition of fees and interest charges to existing cost barriers. Survey data found that far fewer persons from family incomes of less than $20,000 felt the lifetime return on a college education was greater than its cost. Additionally, low family income is related to less willingness to assume debt for educational or other expenses and to reluctance to take financial risks for investment purposes. Examination of behavioral data revealed that college enrollment rates of students from poor family backgrounds increased when net college attendance costs were decreased due to availability of grants, that students from poorer backgrounds were likely to select less expensive higher education options, and that the poorest students incurred the greatest growth in indebtedness. It is concluded that only grants achieve desired enrollment gains by low-income students. Appendixes detail the data. Contains 17 references. Twenty-eight figures are included and 5 tables are appended. (DB)

ED 319 286 HE 023 446

Jefferson, Anne L.
The Impact of Universities' ERPs?
PUB DATE- Mar 90
NOTE- 17p.; Paper presented at the Annual Conference of the American Education Finance Association (Las Vegas, NV, March 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; Decision Making; *Early Retirement; *Evaluation Needs; Financial Exigency; *Financial Policy; Higher Education; *Program Evaluation; Salaries; Universities

Early retirement plans (ERPs) have recently been considered and implemented at a number of universities as a means to address their need to contain costs while simultaneously generating new ideas and energy within the institution through the revitalization of faculty ranks. This endorsement of ERPs by university administrators, however, is occurring without sufficient information about the impact of such plans in financial and academic terms. This paper addresses this deficiency and identifies four questions that must be answered to ensure that the university selected ERP is based on more than conjecture. These questions are: (1) How does increased flexibility affect provincial allocation of monies to universities and thus their ability to operate comprehensive programs? (2) Where are the universities spending their newly acquired flexibility dollars? (3) What are the academic implications of this allocation of flexibility dollars? (4) Is the quality of the applicant pool at least comparable to that of the group of retiring faculty? Institutions of higher education that answer these questions first, before entering into an ERP, will be better able to fit the new ERP with the institutional mandate. Knowing that an ERP results in increased flexibility dollars is an insufficient reason for its adoption. Contains 12 references. (Author/GLR)

ED 319 287 HE 023 447

Upcraft, M. Lee; Welty, John D.

Alcohol and Other Drugs. A Guide for College Presidents and Governing Boards.

PUB DATE- Nov 89
NOTE- 41p.; Paper presented at the National Forum on Substance Abuse Issues in Higher Education (2nd, Washington, DC, November 15-17, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Responsibility; *Alcohol Abuse; Behavior Modification; Campuses; College Presidents; *Drug Abuse; Guidelines; Higher Education; *Intervention; Policy Formation

This guide, intended for college and university presidents and governing board members who are committed to the elimination of drug and alcohol abuse on their campuses, provides a description of the extent of alcohol and other drug use and abuse on campuses and recommends five intervention strategies for these institutions to use. The strategies include (1) developing clear alcohol and other drug policies; (2) enforcing alcohol and other drug regulations; (3) providing alcohol and other drug education programs; (4) insuring intervention and referral for treatment of students, faculty, and staff; and (5) assessing alcohol and other drug attitudes and behaviors, and the impact of education, prevention, and treatment programs. For each intervention, very specific recommendations are given on what presidents and governing board members must do to eliminate drug and alcohol abuse. Appended are a set of guidelines for beverage alcohol marketing by the Interassociation Task Force on Campus Alcohol Policy Issues and the standards of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse. Contains nine references. (Author/GLR)

ED 319 288   HE 023 448

CASE: Instructions and Data Specification for Reporting DHHS Obligations to Institutions of Higher Education and Other Nonprofit Organizations. FY 1989. Volume 1.
National Institutes of Health (DHHS), Bethesda, Md.
PUB DATE- Nov 89
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Colleges; *Data Collection; *Government School Relationship; Guidelines; Higher Education; *Recordkeeping; Universities
IDENTIFIERS- *CASE Reporting System

The Committee on Academic Science and Engineering (CASE), now defunct, established the CASE reporting system in 1965 to collect data on the Federal Government's obligations to universities, colleges, and other nonprofit organizations. The National Science Foundation, who has responsibility for the CASE system, uses the data for preparing annual reports to the Federal Council on Science and Technology and to the President and Congress. This instructional guide provides information about CASE reporting requirements, including the report and its coverage, special submission requirements, data input formats, element definitions, and codes in order to assist preparers in submitting their reports properly and in a timely manner to the Department of Health and Human Services. (GLR)

ED 319 289 HE 023 449

Postsecondary Education Seminars Conference (12th, Airlie, Virginia, June 1-3, 1976). Final Report.

Mariscal and Co., Los Angeles, Calif.

SPONS. AGENCY- National Center for Education Statistics (DHEW), Washington, D.C.

PUB DATE- Jun 76

NOTE- 142p.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Data Collection; *Educational Research; Higher Education; *Information Needs; Policy Formation; *Postsecondary Education; *Research Design; *Surveys; Workshops

The postsecondary seminars report presents the distillation of the discussions and the recommendations of approximately 115 representatives of educational institutions, associations, and State and Federal agencies attending the Postsecondary Education Seminars Conference of 1976. The conference addressed the changing nature of postsecondary education and its implications with respect to the mandate and program of the National Center for Education Statistics (NCES). The report begins with general meeting presentation, including opening remarks by Marie D. Eldridge, a panel discussion on reducing the survey burden, and addresses by the Reverand Jesse Jackson, Cleveland L. Dennard and Caroline Bird. Following this, the report offers summaries of six seminars, including topics discussed and the recommendations developed, and provides a list of each seminar's participants. Some commonly held opinions from the conference were: (1) there exists a serious lack of standard and compatible definitions and terminology across the spectrum of postsecondary education; (2) the study's focus should be on the student, not the institution; (3) NCES should reimburse, either partially or fully, survey respondents for data provided; (4) NCES should use a "quick survey" technique to rapidly identify changing patterns; (5) data should be made relevant to educational

data collected by other federal agencies; and (6) NCES should investigate databases now available to determine if they are sufficient. Appendices include a list of seminar participants, the agenda, the conference evaluation questionnaire form and analysis Education General Information Survey and other postsecondary surveys. (GLR)

ED 319 290 HE 023 454

Wood, Peter H.; Burke, Richard R.
College Faculty Attitudes toward Merit Pay.
PUB DATE- 89
NOTE- 18p.
AVAILABLE FROM- EDFI Department, Bowling Green State University, Bowling Green, OH 43403.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Compensation (Remuneration); Higher Education; Incentives; *Merit Pay; Motivation; State Universities; *Teacher Attitudes

Tenured and probationary faculty at a midwestern state university were asked to complete a questionnaire containing 21 merit-pay-related questions and five biographic-status questions. The typical faculty member preferred: (1) that 40% of their annual salary increment be allocated to merit; (2) that this merit component be controlled by their department according to departmental criteria; (3) that none of the merit increment be controlled at the college or the university level; and (4) that the merit portion be allocated more to teaching and research than to service. Fewer than 10% preferred a 100% merit system. Typical faculty members did not believe that a 100% merit system would encourage or stimulate them to improve their research, teaching or service performances, or to enhance either a sense of fairness about salary decisions or cooperation among colleagues. If annual salary increments were approximately 4% (rather than 8% or 13%), most faculty favored a 20% merit component, rather than the 40% merit component associated with higher annual increases in salary. Nine references. (Author)

ED 319 291 HE 023 458

Banta, Trudy W.
Linking Outcomes Assessment and the Freshman Experience.
Center for Assessment Research and Development, Knoxville, TN.
PUB DATE- 20 Feb 90
NOTE- 16p.; Remarks prepared for the Annual Conference of the Freshman Year Experience (Columbia, SC, February 20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Freshmen; Educational Experience; *Educational Improvement; Educational Practices; *Evaluation Research; *Evaluation Utilization; Higher Education; *Outcomes of Education; *Research Utilization; Student Evaluation

This paper cites several examples of the outcomes assessment activities taking place on college campuses and their impact on the freshman educational experience. Outcomes assessment is viewed as the impetus for faculty to make responsive improvements in higher education practices. Improvements derived from assessment activities are being implemented in the areas of registration and preregistration, advising and student-faculty contact, computer usage, emphasis on basic skills, general education, staff development, student-student contact, and curriculum-related matters. Includes 14 references. (JDD)

ED 319 292 HE 023 461

Strohm, Paul, Ed.
The Annual Report on the Economic Status of the Profession, 1989-90.
American Association of Univ. Professors, Washington, D.C.
PUB DATE- 90
NOTE- 97p.
AVAILABLE FROM- American Association of University Professors, Suite 500, 1012 14th St., NW, Washington, DC 20005 ($30.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Numerical/Quantitative Data (110)

DESCRIPTORS- *Academic Rank (Professional); Age; *College Faculty; *Economic Status; Educational Economics; *Fringe Benefits; Higher Education; Medical Education; Nursing Education; Professors; *Salaries; Sex Differences; Tenured Faculty

This report presents data on the economic status of university professors, including, among other statistics: weighted average salary, average compensations, and percentage increases in salary for continuing faculty, by category, affiliation, and academic rank; average fringe benefits in dollars and as a percentage of average salary; percentage of faculty members with tenure status; percentage increases in average salaries (monetary and real); salary levels of continuing faculty, full professors, and new assistant professors, by discipline; average age, average salary, and percentage of faculty by category, academic rank, and gender; percentage distribution of faculty members by age, academic rank, and gender; and number of full-time faculty and average salaries in preclinical departments of medical schools and in nursing. Highlights of the report are discussed in an article by Hirschel Kasper titled "Some Dynamic Aspects of Academic Careers: The Urgent Need to Match Aspirations with Compensation." These highlights note that real salary levels increased 1.1% from 1988-89 to 1989-90; only 4.6% of all full-time faculty are women and in the rank of full professor; and average salary levels for faculty at four-year colleges averaged $42,200 and $34,230 for those at two-year colleges. (JDD)

ED 319 293   HE 023 463

Chickering, Arthur W.; And Others
Seven Principles for Good Practice in Undergraduate Education: Faculty Inventory. Institutional Inventory.
SPONS. AGENCY- Johnson Foundation, Inc., Racine, Wis.; Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 89
NOTE- 32p.; Gray ink on gray paper.
AVAILABLE FROM- The Johnson Foundation, Inc., Processing Center, P.O. Box 17305, Milwaukee, WI 53217 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; Colleges; Diagnostic Tests;

*Educational Practices; *Educational Principles; *Faculty Evaluation; Higher Education; *Institutional Evaluation; *Self Evaluation (Groups); *Self Evaluation (Individuals); Undergraduate Study; Universities

These inventories are designed to help faculty members, departments, colleges, and universities examine individual behaviors and institutional policies and practices for their consistency with seven principles for good practice in undergraduate education. The Faculty Inventory has seven sections, one for each principle: student-faculty contact, cooperation among students, active learning, prompt feedback, time on task, high expectations, and diverse talents and ways of learning. In each section, 10 statements are presented for rating on a five-point Likert scale. The questions address activities consistent with good educational practice and help respondents identify activities they might wish to pursue. The Institutional Inventory has six sections: climate, academic practices, curriculum, faculty, academic and student support services, and facilities. The 11 statements to be rated in each section address policies, practices, institutional norms, and expectations that support good practice. The inventories are designed to be used as a basis for diagnosis, rather than as a basis for judgment about performance, summative evaluation, or self-justification. (JDD)

ED 319 294 HE 023 469

Holland, Barbara
State Incentive Funding: Leveraging Quality.
National Center for Postsecondary Governance and Finance, College Park, MD.
PUB DATE- 90
NOTE- 7p.; Gray ink on gray paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Categorical Aid; Change Strategies; *Finance Reform; Higher Education; *Incentive Grants; *Program Budgeting; Program Effectiveness; Program Implementation; *Resource Allocation; *State Aid; State Programs

This newsletter summarizes the debate on the use of state-level initiatives as levers to effect fundamental changes in higher education. It provides several perspectives on the use of incentive/enhancement programs to achieve state higher education goals. The concept of budgetary leverage is outlined, and the growth in enhancement programs nationally is cited. Three main areas of enhancement funding programs are listed: categorical programs (funds are legislatively earmarked for specific purposes), competitive programs (institutions compete for funds according to program criteria), and incentive programs (matching funds or special funds are offered in return for achieving specific goals). Concerns about the process used to develop incentive program goals are discussed, including the lack of attention to fundamental budgetary needs, the need for faculty cooperation in program development, and the distribution and direction of the funds. Advantages and disadvantages of enhancement programs are noted, and four ingredients for a successful incentive program are identified. Tables present data on numbers of enhancement programs by major purpose and by state, and present data on state appropriations. Includes five references. (JDD)

ED 319 295 HE 023 470

Edgerton, Russell
The Making of a Professor.
PUB DATE- Apr 90
NOTE- 12p.; Paper presented at the National Conference of the American Association for Higher Education (San Francisco, CA, April 1-4, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Faculty; *Educational Change; *Faculty Development; Higher Education; *Instruction; Preservice Teacher Education; Professors; *Teacher Education; Teacher Education Curriculum; Teacher Improvement

There is a need for reform of the structures and processes by which graduate students turn into professors, and reform of the way academic work is defined and rewarded. A respect for the science and art of teaching as an intellectual field should be fostered in college faculty. Pedagogy is undervalued because most scholarship in pedagogy has focused on the study of teaching and learning in general, across all subjects. To appreciate the rich complexities of teaching, teachers must go beyond general methods and look closely at particular pedagogies useful to promote understanding of particular subjects. Pedagogy should be more rooted than it has been, with faculty within departments being considered sources of expertise and with development of a new infrastructure designed to nurture and reinforce professional discourse about teaching. A project called The Teaching Initiative is being launched with the goals of: developing prototypes of case materials and case-based instructional methods for use in programs preparing faculty for teaching roles; cosponsoring a conference on teacher assistant training; and developing new criteria and standards for faculty performance in areas such as creative scholarly work, teaching, and profession-based service. (JDD)

DOCUMENT RESUME

ED 319 296 HE 023 483

Pace, Ann J.; And Others
The Role of Studying, Academic Variables, and Initial Course Success in Outcomes of College Courses.
SPONS. AGENCY- Missouri Univ., Kansas City.
PUB DATE- Apr 90
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Biology; Economics; Higher Education; *Performance Factors; *Predictor Variables; *Study; Study Habits; Time Factors (Learning)

The study sought to identify and measure factors in course achievement in actual college courses acorss subject areas and instructors, and to assess their influence on indicators of learning or achievement in these courses. Data sources included: interviews with instructors in two introductory economics courses and one introductory biology course; students' grade point averages, academic aptitude scores, and course grades; hours per week students intended to study; expected course grades; and results of pretests and concept maps. In addition, 24 students were chosen to maintain narrative studying logs over the course of the semester. Correlations were found between concept map scores and final exam scores. Overall, the results illustrate the difficulty of assessing the contribution of studying to course outcomes and underscore the powerful influence of initial course success on later achievement. (JDD)

Jacoby, Barbara
The Student as Commuter: Developing a Comprehensive Institutional Response. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-HE-89-7
PUB DATE- 89
NOTE- 3p.
CONTRACT- RI88062014
AVAILABLE FROM- ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Commuter Colleges; *Commuting Students; Educational Experience; Higher Education; Institutional Evaluation; Institutional Role; *Student College Relationship; *Student Welfare
IDENTIFIERS- ERIC Digests

A preview is given of ASHE-ERIC report no. 7 which focuses on commuting students at colleges and universities and how institutions of higher education can begin to respond to these students' special circumstances that are greatly affecting their educational experience. The diversity of commuter students and their educational goals requires the use of multiple approaches, such as human development theories, campus design, and the use of Maslow's hierarchy, of needs. Institutions of higher education can determine whether or not commuter students' goals and educational needs are being met by first developing a commuter student profile, then by carrying out an institutional self-appraisal of its services and offerings that benefit all students, and finally, by completing an analysis of the institution/student interactions that are important to the student's development and campus life. Thirteen principle elements of a comprehensive institutional response are provided. Six references. (GLR)

ED 319 298 HE 023 486

Jacoby, Barbara

The Student as Commuter: Developing a Comprehensive Institutional Response. ASHE-ERIC Report No. 7.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-9623882-6-2
PUB DATE- 89
NOTE- 118p.
CONTRACT- RI88062014
AVAILABLE FROM- Publications Department, ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 (Single copy prices, including 4th class postage and handling, are $15.00 regular and $11.25 for members of AERA, AAHE, AIR, and ASHE).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Commuter Colleges; *Commuting Students; Dropout Prevention; Educational Experience; Higher Education; High Risk Students; Institutional Evaluation; Institutional Role; *Student College Relationship; *Student Welfare

Several major studies have identified student commuters as being at particularly high risk for attrition from higher educational institutions. This report reviews the knowledge that exists about students-as-commuters in depth. Among the implications for educational policy makers is the need for commuter institutions to provide opportunities to increase students' involvement and to evaluate the institution's impact. Educators should assess how students think about important issues and how the environment of the commuter institution either challenges or supports their thinking. Ways that institutions can assess their effectiveness with their commuting students and create a sense of community for them within the institution are outlined. One model describes the development of a comprehensive institutional response to the student-as-commuter in three stages. In stage 1, institution merely removes obvious barriers like requirements for admission or housing. In stage 2, separate student programs specifically for commuters on residential campuses are developed. Finally, stage 3 involves the active use of the principles of justice and fairness to correct inequities in a system that de facto discriminates against one group in favor of another. Thirteen recommendations for developing a plan of action are provided. Contains 275 references. (GLR)

ED 319 299 HE 023 487

The Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #1.

Pennsylvania State Univ., University Park.

PUB DATE- Nov 86

NOTE- 107p.; For related documents, see HE 023 488-492. The Recruitment Report Form in Appendix E will not reproduce well due to small, filled type.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Cost Effectiveness; Employed Women; *Faculty Evaluation; Faculty Promotion; *Faculty Recruitment; Females; *Fringe Benefits; Higher Education; Job Analysis; Needs Assessment; *Part Time Faculty; Sex Bias; *Sex Fairness; State Universities; *Women Administrators

IDENTIFIERS- *Pennsylvania State University

The document presents partial recommendations of a Pennsylvania State University Study Group on the Status of Women at the University. Recommendations concern job assessment and evaluation, recruitment of women faculty, part-time benefits and compensation, and recruitment of women administrators. Among specific recommendations are the following: (1) replace the multiple job evaluation plans currently in use with a single evaluation plan for all classes of staff employees; (2) increase the number of women in standing professorial ranks at all locations with special attention given to recruiting women for appointments at senior ranks; (3) offer prorated benefits and increase pay for part-time employees who have worked 750+ hours for at least 2 consecutive years; and (4) increase the number of women in executive and administrative leadership positions throughout the University by adopting a "serious search" strategy. Preliminary findings on the current status of women at the University are presented in narrative and graphic forms. For each recommendation there is usually a discussion of the problem and its background, and the rationale for the recommendation. Appended papers provide additional documentation on gender differences in faculty salaries at the University, recruitment of women faculty at the University, and a benefit-cost analysis for part-time employees. Fourteen references are attached. (DB)

ED 319 300 HE 023 488

The Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #2.

Pennsylvania State Univ., University Park.

PUB DATE- Apr 87
NOTE- 90p.; For related documents, see HE 023 487-492.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Clerical Occupations; Employed Women; *Faculty Promotion; Females; *Fringe Benefits; Higher Education; Job Analysis; Needs Assessment; Sex Bias; *Sex Fairness; *Sexual Harassment; *Staff Development; State Universities; Teacher Employment Benefits; Teacher Persistence
IDENTIFIERS- *Pennsylvania State University

The document presents partial recommendations of a Pennsylvania State University Study Group on the Status of Women at the University. Recommendations concern family-responsive and flexible employee benefits, clerical advancement and development, retention and advancement of women faculty, and sexual harassment of students. Among specific recommendations are the following: (1) enrich the current benefits plan by adding "family-responsive benefits" to better meet the needs of female employees; (2) provide more opportunities for clerical development through in-service and credit courses; (3) increase the number of women in senior faculty positions by improving the retention of well-qualified women; and (4) create a more visible and more effective system of institutional accountability for students experiencing sexual harassment. For each recommendation there is a discussion of the problem and its background, the rationale for the recommendation, and references, with a total of 21 references. An appended 1983 paper by Michael Johnson and Susan Shuman provides additional documentation on sexual harassment of students at Pennsylvania State University and six references. (DB)

ED 319 301 HE 023 489

The Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #3.
Pennsylvania State Univ., University Park.
PUB DATE- Jul 87
NOTE- 46p.; For related documents, see HE 023 487-492.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Environment; *Dual Career Family; Employed Women; Faculty College Relationship; *Faculty Recruitment; Females; Grievance Procedures; Higher Education; Needs Assessment; *Personnel Management; Sex Bias; *Sex Fairness; Staff Development; State Universities; Teacher Employment Benefits; Teacher Persistence
IDENTIFIERS- *Pennsylvania State University

The document presents partial recommendations of a Pennsylvania State University Study Group on the Status of Women at the University. Recommendations concern "chilly" classroom climate, dual career recruitment and retention, and employee relations and representation. Among specific recommendations are the following: (1) study the classroom climate for women at Pennsylvania State University (PSU) and commit institutional resources, as necessary, to improve it; (2) implement strategies that will improve PSU's ability to attract and retain dual career couples; and (3) review the current personnel representative system and make necessary changes to increase its effectiveness and to facilitate the dissemination of personnel information. For each recommendation there is a discussion of the problem and its background and the rationale for the recommendation. Twenty-eight references are listed. Various forms, a faculty leaving questionnaire, data files, and an employer listing are appended. (DB)

ED 319 302 HE 023 490

The Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #4.

Pennsylvania State Univ., University Park.

PUB DATE- Dec 87

NOTE- 119p.; For related documents, see HE 023 487-492.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Students; Ethnic Groups; Females; Higher Education; Homosexuality; Needs Assessment; Racial Factors; Reentry Students; *School Health Services; Sex Bias; *Sex Fairness; *Sexual Abuse; *Sexual Harassment; Sexuality; Special Needs Students; State Universities; Violence; *Womens Athletics
IDENTIFIERS- *Pennsylvania State University

The document presents partial recommendations of a Pennsylvania State University Study Group on the Status of Women at the University. Recommendations concern: special populations, sexual harassment in the workplace, sexual violence against women, women's athletics, and health services for women students. Among specific recommendations are the following: (1) create a university-wide Strategic Study Group on the Status of People of Color, with a charge to look closely at the special concerns of women of color; (2) institute a university-wide policy of nondiscrimination based on sexual orientation; (3) develop new services and expand existing ones to better meet the needs of returning adult female students; (4) revitalize the university's commitment to eradicating sexual harassment of employees; and (5) improve personal safety for women at all campus locations by such actions as improving lighting and escort services; (6) implement strategies to ensure an equitable women's sports program; and (7) increase awareness and quality of health services for women. For each recommendation there is usually a discussion of the problem, the rationale for the recommendation, and references, with a total of 59 references. Appended are a summary of related studies at other universities and a listing of women's varsity sports records. (DB)

ED 319 303 HE 023 491

The Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #5.

Pennsylvania State Univ., University Park.

PUB DATE- Mar 88
NOTE- 161p.; For related documents, see HE 023 487-492.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; *Day Care; Employed Women; *Faculty Promotion; Females; Higher Education; Integrated Curriculum; Leadership; Needs Assessment; Sex Bias; *Sex Fairness; State Universities; *Womens Studies
IDENTIFIERS- *Pennsylvania State University

The document presents partial recommendations of a Pennsylvania State University Study Group on the Status of Women at the University. Recommendations concern: family care policy, women's curriculum and programs, non-tenure track policy, staff exempt and staff nonexempt employees, the leadership share, and advocacy for women. Among specific recommendations are the following: (1) implement policies to provide students and employees with access to affordable, quality family care; (2) implement policies regarding curriculum and faculty appointments to enhance the visibility of the Women's Studies Program; (3) encourage faculty who wish to revise their courses to be more inclusive of accomplishments and perspectives of women and people of color; (4) increase staffing, allotment, and space for the Center for Women Students; (5) implement policies that will provide non-tenure track faculty with improved job security and advancement opportunities; (6) improve conditions of employment for exempt and nonexempt women employees; and (7) achieve a balanced representation of men and women in leadership positions by the year 2000. For each recommendation there is a discussion of the problem, the rationale for the recommendation, and references, with a total of 38 references. Appended is information on central administrative units and major degree-granting units. (DB)

ED 319 304 HE 023 492

The Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Final Report.

Pennsylvania State Univ., University Park.

PUB DATE- Mar 88

NOTE- 58p.; For related documents, see HE 023 487-491.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Students; *Employed Women; Ethnic Groups; Faculty Promotion; Faculty Recruitment; *Females; Higher Education; Homosexuality; Job Analysis; Leadership; Needs Assessment; *Quality of Working Life; Reentry Students; School Health Services; Sex Bias; *Sex Fairness; Sexual Abuse; Sexual Harassment; Sexuality; Special Needs Students; Staff Development; State Universities; Violence; Women Administrators; Womens Athletics

IDENTIFIERS- *Pennsylvania State University

The final report of the Pennsylvania State University Strategic Study Group on the Status of Women describes activities and presents recommendations concerned with the broad areas of leadership share, structure and quality of University worklife, and structure and quality of the academic environment. Recommendations address the following specific areas: recruitment of women administrators, retention and advancement of women faculty, leadership share, advocacy for women, job assessment and evaluation, part-time benefits and compensation, family-responsive and flexible employee benefits, clerical advancement and development, dual career recruitment and retention, employee relations and representation, women of color, sexual harassment in the workplace, sexual violence against women, family care policy, staff exempt and staff nonexempt employees, recruitment of women faculty, sexual harassment of students, "chilly" classroom climate, sexual minorities, returning adult students, women's athletics, health services for women students, women's studies program, curriculum integration, Center for Women Students, and non-tenure track faculty. A final section notes areas not addressed by the Study Group. Appended are a list of Study Group members and staff and implementation guidelines for the general recommendations. (DB)

ED 319 305 HE 023 494

Tests on the Pathway to a Health Career.

Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.

PUB DATE- 89
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Entrance Examinations; Credentials; *Diagnostic Tests; *Disadvantaged; *Health Occupations; Higher Education; *Licensing Examinations (Professions); Test Anxiety; Test Wiseness
IDENTIFIERS- Health Careers Opportunity Program

The guide was developed by the Health Careers Opportunity Program, the principal Federal program focused on increasing the numbers of disadvantaged individuals who train for and enter the health professions. The guide is intended to help institutional grantees working with such students in the areas of: (1) diagnostic testing in cognitive and psychosocial processes, (2) diagnostic testing to determine student strengths and weaknesses in test-taking skills, (3) admission tests, and (4) credentialing tests. The publication summarizes 41 tests and is divided into three sections--diagnostic tests (10), admission tests (12), and credentialing examinations (19). For each test the following information is usually provided: purpose or use of the test; educational level or levels the test is appropriate for; a description of the areas assessed by the instrument; test format; time factors; type of scoring and how scores are used; dates of national examinations; and name, address, and telephone number of the source of the test. (DB)

ED 319 306 HE 023 495

Dixon, Terry P.
A Study of University of Central Texas Student Opinions Concerning Academic and Service Programs.
Central Texas Univ., Killeen.
PUB DATE- 20 Feb 90
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Environment; *College Programs; College Students; *Educational Facilities; *Extracurricular Activities; *Financial Needs; Higher Education; State Universities; *Student Attitudes; Student Educational Objectives; Student Financial Aid; Surveys
IDENTIFIERS- *University of Central Texas

As part of a larger campus-wide study, a student survey was developed to assess student perceptions of programs and services at the University of Central Texas (UCT) in Killeen. The survey focused on: (1) student financial needs, (2) student perceptions of academic and service programs, (3) student attitudes towards programs and services, and (4) the educational quality of student "out of class" activities. Surveys were obtained from 176 students. Findings are reported in terms of descriptive data, sex, age range, level of education, source, educational plans, financial support/financial costs, composite grades, instruction and curriculum, facilities related to instruction, administration, and UCT activities. Physical facilities were the area in which students were the most displeased. Students also desired more information prior to attending the University and improved procedures for registration and applying for financial aid. Eleven recommendations were developed which include the following: increase the focus of future marketing toward female students, develop greater congruence between syllabi and instruction, and increase efforts to improve the physical condition of the classrooms. Contains 13 references. Appendixes include sources of assessment instruments, the full UCT student survey, and written comments of students on the survey. (DB)

ED 319 307 HE 023 496

Cummins, Victoria H.
Student Journals: A Strategy for Teaching Research Methodology to Undergraduate Students.
PUB DATE- 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Course Organization; Higher Education; *Journal Writing; *Research Methodology; *Research Papers (Students); *Research Skills; Teaching Methods

The paper describes a professor's use of student "research journals" as a means to encourage students to follow proper research methodology in developing a term paper. Students were required to make a dated entry whenever research work was done including topic selection and narrowing, preliminary background reading, aids consulted, online searches, and use of interlibrary loans. Instructor feedback on journal entries provided for individualized advice and guidance. Since implementation of the research journals, the average level of research has greatly improved with students putting in more time on research, pursuing it more systematically, and enjoying more satisfying results. Students overwhelmingly agreed with the statement, "Overall, keeping the journal was worth the time I put into it." Appended is a list of 13 steps in a thorough research project, a summary of the project requirements, and the final evaluation form which assessed student reaction to the research journal requirement. (DB)

ED 319 308 HE 023 498

Brown, Patricia Q.
Salaries of Full-Time Instructional Faculty on 9- and 10-Month Contracts in Institutions of Higher Education, 1977-78 through 1987-88. Survey Report.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-90-331
PUB DATE- Mar 90
NOTE- 21p.; Data Series: DR-IPEDS-87/88-6.2.
AVAILABLE FROM- National Center for Education Statistics, 555 New Jersey Avenue NW, Washington, DC 20208-5652.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; *Compensation (Remuneration); Data Collection; Data Interpretation; *Full Time Faculty; Higher Education

This report includes the first results on salaries of full-time instructional faculty on 9- and 10-month contracts that have been collected through the new Integrated Postsecondary Education Data System (IPEDS). Data revealed that in 1987-88, full-time faculty in institutions of higher education earned an average of $35,900. Full professors averaged the highest salary, $47,000, while instructors earned the least, $22,700. Other findings include the following: (1) recent increases in salaries have helped full-time faculty regain the purchasing power they had in 1977-78; (2) average faculty salaries for public institutions are higher than those for private institutions, but the difference narrowed in 4-year schools; (3) the number of full-time faculty on 9- and 10-month contracts has increased about 1 percent annually between 1977-78 and 1987-88, from 324,300 to 356,000; (4) average salaries in constant dollars continue to be higher for males than for females, $38,100 versus $30,500 in 1987-88; and (5) the proportion of women faculty in higher education is slowly increasing, going from 25.4 percent in 1977-78 to 29.1 percent in 1987-88. Statistical data are detailed in nine tables. (GLR)

ED 319 309 HE 023 499

Douglas, Joel M.; Or, Beth Genya
Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education; Volume 16.
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
PUB DATE- Jan 90
NOTE- 271p.; For a related document, see HE 023 500.
AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, City University of New York, 17 Lexington Avenue, Box 322, New York, NY 10010 ($25.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - General (140) Numerical/Quantitative Data (110)
DESCRIPTORS- *Collective Bargaining; *Faculty College Relationship; Foreign Countries; Higher Education; Labor Relations; *Negotiation Agreements; Teacher Militancy; Teacher Strikes; *Unions
IDENTIFIERS- *Canada

The directory begins with a summary of unionization activities among college faculty for the 1989 calendar year. It is concluded that there were no significant events in academic collective bargaining during the year, with faculty unions concentrating resources on servicing their members and preserving affiliations. The faculty contracts and bargaining agents are listed in chart form by state with information provided on institution, bargaining agent/s, unit size, date of current agent election, date of initial contract, type of institution, number of campuses, and contract expiration date. Also provided are similar data for adjunct faculty contracts, and graduate and teaching assistant contracts. Additional information is provided covering faculty collective bargaining at Canadian universities. A summary of elections in the United States during 1989 is detailed by institution. Eighteen tables provide detailed statistical analysis. (DB)

DOCUMENT RESUME

ED 319 310 HE 023 500

Douglas, Joel M., Ed.
Unionization among College Faculty--1990.
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
PUB DATE- Jan 90
NOTE- 13p.; For a related document, see HE 023 499.
AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, City University of New York, Lexington Avenue, Box 322, New York, NY 10010.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- *Collective Bargaining; Court Litigation; *Faculty College Relationship; Faculty Organizations; Higher Education; Labor Relations; *Negotiation Agreements; Private Sector; Public Sector; Teacher Militancy; Teacher Strikes; *Unions
IDENTIFIERS- *National Labor Relations Board v Yeshiva Univ

The report summarizes unionization activities among college faculty in the United States in 1989. Faculty unionizing continued to increase for the sixth consecutive year and contrasts with decreases in the overall unionized sector. Organized faculty comprised approximately 30% of the professoriate. Faculty unions were successful in 11 of 14 elections. New agents were elected in four elections, while changes in agent status were the result of seven elections. The gulf between private sector and public sector organizing is great, with only one election occurring at a private institution (Post College). The impact of the Supreme Court decision in National Labor Relations Board versus Yeshiva University, which found that faculty are not entitled to bargain under the protection of the National Labor Relations Act, continues to be substantial. The year's activities are reported in terms of agents elected, decertifications, strikes, legislation, and demographic analysis. It is concluded that there were no significant events in academic collective bargaining during the year, with faculty unions concentrating resources on servicing

their members and preserving affiliations. Large scale organizing for support staff remains high on the unions' agendas. The absence of new legislation remains a problem for those seeking to organize faculty units. (DB)

ED 319 311 HE 023 501

Webster, David S.; And Others

Continuity and Change in the Highest-Ranked Ph.D.-Granting Departments of English, 1925-1982.

PUB DATE- Apr 90
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Doctoral Programs; *Educational Quality; Educational Trends; *English Departments; Higher Education; *Private Colleges; Public Colleges; State Universities; Trend Analysis

The study analyzed the six reputational rankings of Ph.D-granting English departments that have been published since 1925. The major finding was that most of the highest-ranked departments have been at private universities despite the fact that almost two-thirds of degree-granting departments are located at public institutions. In addition, of the highly ranked English departments that ranked higher than their overall universities, most are private. Of those highly ranked English departments that ranked lower than their overall universities, all are public. There has been great stability since 1925 in the highest ranked English departments, with few departments entering or leaving the group. Tables provide the various rankings. Contains 29 references. (DB)

ED 319 312 HE 023 502

Mortenson, Thomas G.
The Reallocation of Financial Aid from Poor to Middle Income and Affluent Students, 1978 to 1990. ACT Student Financial Aid Research Report Series 90-2.
American Coll. Testing Program, Iowa City, Iowa.
PUB DATE- May 90
NOTE- 75p.
AVAILABLE FROM- ACT, Educational and Social Research, P.O. Box 168, Iowa City, IA 52243.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Economically Disadvantaged; *Economic Status; Educational Trends; Eligibility; Federal Legislation; *Government Role; Higher Education; Low Income Groups; Need Analysis (Student Financial Aid); Paying for College; *Public Policy; State Programs; *Student Financial Aid; Student Loan Programs; *Student Needs; *Trend Analysis
IDENTIFIERS- Middle Income Student Assistance Act

Since 1978, when the Middle Income Student Assistance Act was passed, federal, state, and institutional student financial aid developments have consistently expanded programs, eligibility, and benefits for students from middle and affluent family income backgrounds. Poverty-level students have experienced substantial declines in gift aid and increased use of loans, while students whose family incomes were more than 200% of the poverty threshold reported less use of student loans and greater gift aid. The 1980s also saw growing disparity between college participation rates of students from the bottom and top halves of the family income distribution; this finding holds for males, females, whites, blacks, and Hispanics. States serve as the largest reservoir of middle income and affluent student financial aid, and state appropriations to need-based student aid programs targeted on low-income students constitute less than 6% of state support for higher education. Institutional gift assistance appears to be awarded to students without regard to financial need. The financial aid goal of equalizing higher educational opportunity for the most financially disadvantaged groups has not been achieved, and during the 1980s the higher educational participation of the poor greatly deteriorated relative to that goal and relative to what was accomplished during the 1970s. Includes 20 references. (JDD)

ED 319 313 HE 023 503

Hively, Robert, Ed.

The Lurking Evil: Racial and Ethnic Conflict on the College Campus. AASCU Issues.

American Association of State Colleges and Universities, Washington, D.C.

REPORT NO.- ISBN-0-88044-122-4

PUB DATE- 90

NOTE- 135p.; Based on the Conference "The President's Role in Creating a Healthy Campus Racial and Ethnic Climate" (Washington, DC, October 10-11, 1989).

AVAILABLE FROM- American Association of State Colleges and Universities, One Dupont Circle/Suite 700, Washington, DC 20036-1192 ($15.00 members; $18.00 non-members).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010) Collected Works - Proceedings (021)

DESCRIPTORS- *Administrator Role; *Change Strategies; Demonstrations (Civil); Educational Environment; Educational Planning; Ethnic Discrimination; *Ethnic Relations; Higher Education; Models; *Prevention; Problem Solving; Racial Discrimination; *Racial Relations; *Violence

This publication represents the views of a group of university presidents who met on the White House grounds and at the National Capital to survey the rise in violence in all American universities and to assist in appraising and solving the pressing problems that arise from racial and ethnic tensions on the country's campuses. Titles and authors of individual papers include: "Spirit of a Campus" (Anthony Ceddia); "Washington Forum on Campus Violence: Some Points of View" (Robert Hess); "The College as a Racial Model for Society" (Jimmy Jenkins); "The Identification and Elimination of Subtle Forms of Discrimination on the College Campus" (John LaTourette); "Extinguishing at the Flashpoint" (Craig Willis); "A Case Study of the President's Role in Creating a Healthy Racial/Ethnic Climate" (Kenneth Shaw); "Recruitment of Underrepresented Faculty and Administrators" (James Rosser); "A Case Study: Campus Action and Video Film, 'Still Burning'" (Michael Hooker); "A Design for Diversity: Proactive Planning to Reduce Ethnic Tensions and to Enhance Human Resources" (Eugene Hughes); "Preventive Planning at the System Level" (Bruce Johnstone); "A Model: A University's Strategies and Actions from 'Sit-In' to Resolution" (Donald Gerth); "Strategies to Accommodate Change" (John Welty); "Ethnically and Racially Diverse Faculty: A Response to Change" (Dale Nitzschke et al.); "Suppression and Controls on American College Campuses" (David Tatel); "The First Amendment and Racial Harassment on Campus: A Selective Bibliography" (David Tatel et al.); and "Now Liberals Are Censors" (George Will). (JDD)

Exploring Common Ground: A Report on Business/Academic Partnerships.

American Association of State Colleges and Universities, Washington, D.C.
REPORT NO.- ISBN-0-88044-089-9
PUB DATE- 87
NOTE- 227p.; Published with the support of American Express Foundation and Pfizer, Inc.
AVAILABLE FROM- University Publishing Associates, Inc., 4720 Boston Way, Lanham, MD 20706 ($31.75 clothbound--ISBN-0-88044-090-2; $16.00 paperback--ISBN-0-88044-089-9; $2.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020) Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Programs; *Corporate Support; *Educational Cooperation; Higher Education; Industry; Institutional Cooperation; Private Financial Support; *School Business Relationship; School Support; Shared Facilities; *Shared Resources and Services; Universities

The benefits of business/academic partnerships are described from both the corporate and university perspective. Examples are presented which demonstrate ways in which educational institutions have developed collaborative arrangements with area businesses in response to local needs. Communication processes involved in such cooperative agreements are handled in many ways, such as through advisory councils, luncheon clubs, seminars, lectures, and corporate roundtables. Some partnerships focus on improvement of instructional programs, by developing training programs, seminars, workshops, and institutes offered by both university and business personnel. Corporate personnel contribute to the evaluation, revision, and updating of college curricula. Collaborations have made possible the delivery of such direct services by university faculty as on-site training of employees, technical assistance, counseling centers, and management consulting. Sharing facilities and equipment has also been found to be advantageous to both industry and universities. Combining several of these features has resulted in comprehensive partnerships in which the university offers the services of faculty members and students, laboratory space, and other physical facilities, in return for which business provides funds for research, technical assistance, career development, arts centers, and economic development centers. (JDD)

ED 319 315   HE 023 506

Sanders, Kimberly Wallace; And Others
Double Jeopardy--The Precarious Status of Women of Color: Issues of Race/Ethnicity and Gender at the Storrs Campus. The Status of Women at the University of Connecticut.
Connecticut Univ., Storrs. Women's Center.
PUB DATE- Apr 89
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Affirmative Action; Educational Discrimination; *Employed Women; Employment Level; *Equal Opportunities (Jobs); *Ethnic Bias; Ethnic Discrimination; *Females; Higher Education; *Racial Bias; Racial Discrimination; *Sex Bias; Sex Discrimination; Social Status; Socioeconomic Status; State Universities; Women Administrators; Women Faculty
IDENTIFIERS- *University of Connecticut Storrs

By means of graphs and charts, this booklet examines the numbers of women of color at the University of Connecticut-Storrs campus, including employees, graduate students, and undergraduates. Data are presented for total employees, percentage of total employees who are women of color, and women's position category (executive/managerial, faculty, non-teaching professionals, technical/paraprofessional, secretarial/clerical, maintainer/service, quality craft workers, and students). To augment the numerical information, excerpts from interviews with 15 women of color who are employed at the University have been added. Issues which emerged in the interviews include visibility, ambiguous discrimination, university and personal support, perceptions of affirmative action, reaction of supervisors, perception of upward mobility, and direct experiences of racism or tokenism. Includes seven references. (JDD)

ED 319 316   HE 023 507

From the Institutions' Perspective: Strategies in Higher Education.

Nebraska Coordinating Commission for Postsecondary Education, Lincoln.
PUB DATE- Sep 89
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; Community Colleges; Educational Development; *Educational Objectives; Higher Education; *Long Range Planning; Private Colleges; Private Schools; State Colleges; State Universities; *Statewide Planning; Vocational Schools
IDENTIFIERS- *Nebraska; *Strategic Planning

This report describes key planning strategies of the five higher education sectors in Nebraska. The five sectors include independent colleges, private career schools, state colleges, the University of Nebraska system, and technical community colleges. Fourteen general strategies which are of importance across sectors are briefly summarized in separate sections. The strategies focus on the areas of student enrollment, faculty employment, general education, skills for employment, off-campus delivery, advanced degrees, research programs, support services and facilities, libraries, public image, economic and community development, student financial aid, funding from public, and governance structure. A final section describes the strategic planning process for higher education from the perspective of state government. (JDD)

ED 319 317 HE 023 508

Ontario Universities Benefits Survey, 1989-90. Part I: Benefits Excluding Pensions.
Council of Ontario Universities, Toronto.
REPORT NO.- COU 90-1; ISBN-0-88799-250-1
PUB DATE- 90
NOTE- 218p.; For part 2, see HE 023 509.
AVAILABLE FROM- Council of Ontario Universities, 444 Yonge St., Suite 203, Toronto, Ontario M5B 2H4.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; *Employees; Employer Supported Day Care; Foreign Countries; *Fringe Benefits; Health Insurance; Higher Education; Leaves of Absence; Sabbatical Leaves; *Teacher Employment Benefits; Vacations

IDENTIFIERS- *Ontario

The report compares benefits offered to employees of 17 universities in Ontario, Canada. The report, which is entirely in tabular form, presentation of universities' responses to general benefits questions, such as the administration of insurance plans, communication of benefits to employees, proposed changes in benefits, provision of accidental death and dismemberment insurance, and maternity leave policy. Subsequent sections describe supplementary health insurance, long-term disability insurance, sick leave entitlement, life insurance, survivor benefit, dental plan, post-retirement benefits, vacation entitlement, sabbatical leave, housing loans, free tuition, parking, access to athletic facilities, and daycare. (JDD)

ED 319 318 HE 023 509

Ontario Universities Benefits Survey, 1989-90. Part II: Pensions.

Council of Ontario Universities, Toronto.

REPORT NO.- COU 90-2; ISBN-0-88799-251-X
PUB DATE- 90
NOTE- 49p.; For part 1, see HE 023 508.
AVAILABLE FROM- Council of Ontario Universities, 444 Yonge St., Suite 203, Toronto, Ontario M5B 2H4.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *Employees; Foreign Countries; *Fringe Benefits; Higher Education; *Retirement Benefits; *Teacher Employment Benefits
IDENTIFIERS- *Ontario

Information about pensions offered to employees of 17 Ontario universities is presented. For each of the 17 universities' pension plans, the following types of information are provided: type of plan; eligibility; member contribution; university contribution; benefits on normal retirement, on early retirement, on termination, and on death; model pension calculations; trustee; investment manager; pension committee composition; fund performance; unfunded liability; actuarial assumptions in the fund projection; experience deficiency; portability; anticipated changes; and reciprocal agreements. Descriptions of the early retirement options at four universities are presented in a special section. (JDD)

ED 319 319 HE 023 511

Sundre, Donna L.

The Identification of the Significant Dimensions of Faculty Scholarship.

PUB DATE- Apr 90
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Creativity; Factor Analysis; *Faculty Publishing; Higher Education; *Intelligence; Knowledge Level; Recognition (Achievement); *Scholarship; State Universities; *Teacher Characteristics; Teacher Evaluation; Teacher Role; *Teaching Methods; Values

The study reported in this paper sought to clarify the nature and form of faculty scholarship by identifying its dimensions and components from the pont of view of faculty at a large public doctoral granting institution. A survey instrument was developed listing 249 attributes of faculty scholarship, and 340 faculty members (66% of the total surveyed) weighed each attribute in relation to its importance within their conception of faculty scholarship. Four significant and orthogonal dimensions of faculty scholarship were identified, accounting for 41.6% of the total variation. The four factors were identified as pedagogy; publication and professional recognition; intellectual characteristics of scholars; and creative and artistic attributes. Factors described not just what faculty scholars do, but the way in which they go about the activities they pursue, their general orientations, and values associated with activities, processes, and products. Several of the variables that loaded highly on the factors encompassed the outcomes and consequences of faculty members' activities and orientations, such as long-lasting positive impact of teachers on students and concern for the development of others. Includes 31 references. (JDD)

ED 319 320 HE 023 512

Dey, Eric L.
Evaluating College Student Retention: Comparative National Data from the 1981-1984 Entering Freshman Classes.
PUB DATE- 19 Apr 90
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; College Attendance; *College Freshmen; Comparative Analysis; Followup Studies; Higher Education; *Predictive Measurement; *Predictor Variables; School Holding Power; *Student Attrition; Student Characteristics; Undergraduate Study; Withdrawal (Education)

Data from the Cooperative Institutional Research Program Follow-Up Surveys were used to study student retention at four-year colleges and universities. Data used were from the 1985-1988 follow-up surveys of 1981-1984 freshmen. Student data were also requested directly from the institutions themselves, concerning degree earned, number of years completed, admission test scores, and current enrollment status. Three retention measures were utilized: (1) received a bachelor's degree 4 years after college entry; (2) received a bachelor's degree 4 years after college entry or had completed 4 years of course work; and (3) received a bachelor's degree, or completed 4 years, or was enrolled in the fifth year. Individual characteristics that were found to be positively correlated with retention included high-school grade point average, admission test scores, and being female. Prediction equations were developed with the use of multiple regression in order to allow institutional researchers and policymakers to assess an institution's ability to retain students. Results can be used by researchers to statistically control for the influence that student characteristics have on retention, and then make valid inferences about the effect that the college environment has upon retention. Includes eight references. (JDD)

ED 319 321 HE 023 513

Engstrom, Cathy McHugh; Sedlacek, William E.
Attitudes of Residence Hall Students toward Student-Athletes:

Implications for Advising, Training and Programming. Research Report #19-89.
SPONS. AGENCY- Maryland Univ., College Park. Counseling Center.
PUB DATE- 89
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Athletes; Dormitories; *Emotional Response; Group Experience; Higher Education; Interpersonal Relationship; Sex Differences; Social Bias; State Universities; *Stereotypes; *Student Attitudes
IDENTIFIERS- Situational Attitude Scale (Sedlacek and Brooks)

The study was conducted to assess residence hall student attitudes toward student-athletes at a predominantly white, eastern public institution. A total of 180 students living in traditional residence halls, suites, and apartments were sent the Situational Attitude Scale--Student-Athlete of whom 115 returned usable responses. Results showed that students felt more jealous, resentful, suspicious, and indignant toward a "student-athlete" than toward a student who has an expensive sports car. They felt more sad, disapproving, concerned, worried, and annoyed when a "student-athlete" is assigned to be their lab partner. They indicated they were more suspicious, disapproving, embarrassed, and disappointed when a "student-athlete" as opposed to a student in the room next door leaves school. Females had more positive attitudes than males in such situations as (1) a group of students or student-athletes fighting at a local bar, or, (2) a student or student-athlete being charged with destruction of property, or, (3) being assigned a student athlete as a lab partner. Attitude differences have major implications for residence life staff in the areas of advising, training, and programming. The survey instrument and 17 references are included. (JDD)

ED 319 322 HE 023 515

McLeod, Stephen G.
A Study to Identify Areas of Relative Strength and Weakness in Support for the Saint Leo College Library Acquisitions Project.
PUB DATE- Jan 90
NOTE- 51p.; Ed.D. Practicum, Nova University.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; *Change Strategies; Higher Education; *Interaction; *Library Acquisition; Library Collection Development; Library Services; *Organizational Change; Private Colleges; Program Development; *Program Effectiveness

The practicum sought to identify areas of relative strength and weakness in support for the Saint Leo College (Florida) Library Acquisitions Project, a project to improve library support to the Military Education Program administered by Saint Leo College on military installations throughout the Southeast. Using the Interactive Forces Theory of Organization Change, the practicum identified and rated interactive forces impacting on the project; produced indices for each discrete force, for each category of forces, and for the resultant of all forces at each developmental stage; and identified areas of relative strength and weakness. Key findings included: (1) the institutionalization stage was the stage of weakest support, and the refinement stage received strongest support; (2) for every stage, extrapersonal forces constituted the strongest force category, and goal hiatus forces were the weakest force category; and (3) for the institutionalization stage, the goal hiatus force associated with reaffirming accreditation was identified as the weakest goal hiatus force, and the force associated with improving instruction as the strongest goal hiatus force. Interactive strategies were recommended to ensure the success of the project, such as using the refinement stage to buttress support for the project in preparation for the institutionalization stage. Includes 31 references. (Author/JDD)

ED 319 323 HE 023 516

Carpenter, Peter G.; Hayden, Martin
From School to Higher Education in Australia.
PUB DATE- Apr 90
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Attendance; *Decision Making; Foreign Countries; Higher Education; Models; *Predictor Variables; *Student Characteristics
IDENTIFIERS- *Australia

The paper explores the question of why young people go on from school to higher education in Australia, viewing the decision as a function of individual attributes and situational characteristics. A theory to explain young people's decisions is developed, proposing that young people choose to go because they find higher education to be both attractive and attainable. A model is then advanced to predict the likelihood of a young person going on to higher education. The model examines student motivation, student achievement, home location, parents' socioeconomic status, parent encouragement, teacher encouragement, friends' plans, and type of high school attended. The model was tested using data collected from 1,337 students in Victoria and 1,063 students in Queensland on direct entry from school to higher education. Young people were more likely to go on to higher education if they were attracted to certain features of higher education, had attained better senior year academic achievements, received encouragement for higher education participation, had friends who were planning to go on to higher education, attended a non-Catholic independent rather than a government school, and had parents who were more financially secure and better educated. Includes 59 references. (JDD)

The Impact of Undergraduate Enhancement Funding. Report and Recommendations of the Postsecondary Education Planning Commission. Report 7.

Florida State Postsecondary Education Planning Commission, Tallahassee.

PUB DATE- 19 Apr 90
NOTE- 82p.; Prepared in response to Specific Appropriation 587 of the 1989 Grand Appropriations Act, Chapter 89-253, Laws of Florida.
AVAILABLE FROM- Postsecondary Education Planning Commission, 210 Collins Bldg., Department of Education, Tallahassee, FL 32399-0400.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Advising; Class Size; Higher Education; High Risk Students; Postsecondary Education; *State Aid; *Teacher Student Ratio; *Undergraduate Students

IDENTIFIERS- *Enchancement Funding; *Florida

The report analyzes the effect undergraduate enhancement funding in Florida has had on the student undergraduate experience. The study involved an analysis of data obtained from the Board of Regents Instructional Activity data files, analysis of the findings of previous studies and task force reports, the results of a survey distributed to 1,031 students at 8 institutions, and telephone interviews with 16 state university student advisors. Florida's initiatives to strengthen undergraduate education have involved reducing class size and improving the quality of advising services. Class size levels within the general education curriculum are still significantly above the 22:1 student-faculty ratio identified in the State University System Master Plan. Students surveyed rated their smaller classes more highly in overall quality, quality of instruction, chance to develop a personal relationship with the instructor, ability to concentrate on the subject matter, and other factors. Freshmen were generally satisfied with the advising services they had received, but as students progressed in their academic program, level of satisfaction declined. The majority of students were unaware of some advising services available to them. Several recommendations conclude the report. A copy of the student survey instrument and a bibliography of 28 items are included. (JDD)

DOCUMENT RESUME

ED 319 325 HE 023 518

Lenth, Charles S.
State Priorities in Higher Education: 1990.
Education Commission of the States, Denver, Colo.; State Higher Education Executive Officers Association.
PUB DATE- Apr 90
NOTE- 39p.
AVAILABLE FROM- State Higher Education Executive Officers, 707 17th St., Suite 2700, Denver, CO 80202-3427.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Attitudes; Educational Improvement; Educational Legislation; *Educational Needs; *Educational Objectives; Educational Policy; *Financial Needs; Government Role; Higher Education; National Surveys; *Needs Assessment; Public Policy; State Government; State Officials; *State Programs

The report provides information on the current issues, financial priorities, and legislative concerns faced by higher education at the state level, based upon observations of State Higher Education Executive Officers in all 50 states, Puerto Rico, and the District of Columbia. The most important tasks facing higher education were identified as strengthening the teaching and learning of undergraduates, and increasing the success of minorities. Other issues of concern were accountability and effectiveness of higher education, support for research and economic development, review of institutional roles and missions, need for new faculty and competitive salaries, reforming teacher education programs, linking levels of education, adequacy of physical facilities, and tuition and student costs. Financial priorities, in order of concern, were: financing basic operating costs, competitive faculty salaries, physical facilities/infrastructure, academic improvement, and expansion/growth. Primary legislative concerns, in rank order, were higher education's role in economic development, institutional accountability and effectiveness, teacher preparation, increasing base funding levels, level of tuition and student fees, capital construction and facility maintenance, minority student achievement, student transfer/articulation across institutions, faculty salaries, and demographic shifts/population growth or declines. State policy and program initiatives to improve undergraduate education are discussed. (JDD)

ED 319 326 HE 023 519

Non-Credit Instructional Activities January 1, 1989 through June 30, 1989 with Trend Information from 1983.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

REPORT NO.- OIRR-20-90
PUB DATE- Apr 90
NOTE- 582p.
AVAILABLE FROM- Central Staff Office of Institutional Research, State University of New York, Albany, NY 12246.
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Curriculum; College Instruction; Community Colleges; Continuing Education; Experiential Learning; Higher Education; *Institutional Research; *Noncredit Courses; *School Registration; State Surveys; State Universities
IDENTIFIERS- *State University of New York

Information is gathered to determine to what extent non-credit instructional activities at State University of New York (SUNY) institutions, particularly at the community college level, has increased. This report summarizes the responses of SUNY constituent institutions to the biannual survey of Non-Credit Instructional Activities and Registrations for January 1, 1989, through June 30, 1989. Part I includes information on non-credit activities and registrations from a SUNY-wide perspective; Part II provides non-credit trend data from 1983 through June 30, 1989; Part III includes a listing of all non-credit activities offered at SUNY colleges and universities from January 1, 1989, through June 30, 1989, by subject area. (GLR)

ED 319 327 HE 023 520

Saupe, Joe L.
The Functions of Institutional Research. 2nd Edition.
Association for Institutional Research.
PUB DATE- Mar 90
NOTE- 22p.
AVAILABLE FROM- The Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, FL 32306-3038.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Planning; Decision Making; *Governance; Higher Education; *Information Management; *Institutional Research; Organizational Development; Policy Formation; Postsecondary Education; Research Methodology

The purposes and nature of institutional research are described as well as its role in institutional governance and of the contributions it can make to the functioning of postsecondary institutions. The first section in the booklet discusses the nature and purposes of institutional research by describing several forms of research and comparing and contrasting institutional research with other types of research. The second section describes the various ways in which the function of institutional research is included in the organizational structures of colleges and universities. The third section discusses associated responsibilities, other than research, that are typically assigned to offices of institutional research as well as describing the characteristics of sound institutional research and basic tools of the activity. Comments are included on communication of the findings of institutional research and descriptions of several special forms and methodologies of the activity. The final section is an outline of the potential of institutional research for contributing to planning, decision making, and policy formulation in a wide variety of areas of institutional governance. Fourteen additional resources are listed. (Author/GLR)

ED 319 328 HE 023 521

Fuertes, Jairo; Sedlacek, William E.
A Profile of Incoming Freshmen at the University of Maryland, College Park, 1989-1990. Research Report #1-90.
Maryland Univ., College Park. Counseling Center.; Maryland Univ., College Park. Office of Minority Student Education.
PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; Career Planning; *College Freshmen; Counseling; Extracurricular Activities; Higher Education; *Hispanic Americans; Intellectual Disciplines; *Profiles; State Universities; *Student Attitudes; *Student Development; *Student Educational Objectives
IDENTIFIERS- *University of Maryland College Park

The University of Maryland's College Park campus conducted a student survey of 935 entering Hispanic freshmen for 1989-1990 to determine their attitudes towards the university, academic life, extra-curricular activities, and counseling, and their career orientation. Hispanic students felt that their weakest academic areas were their study habits (26%), their math skills (26%), and their writing skills (13%); however, most tended to agree that they knew how to use the library. About 26% felt that they would not drop out from UMCP for any reason and appeared to be in college for practical, career-oriented reasons; they tended to be primarily concerned with developing skills in college directly applicable to an occupation. Hispanic freshmen appeared to be interested in intercollegiate sports and other fitness activities, and would consider seeking counseling for educational/vocational issues, but not for emotional/social issues. Contains 15 references. (Author/GLR)

ED 319 329 HE 023 522

Coopersmith, Georgia A.; Braxton, John M.

Disciplinary Differences in Faculty Conformity to the Norms of
Science: Are Norms Compensatory Integrating Mechanisms for
Professional Fragmentation?

PUB DATE- 16 Apr 90
NOTE- 16p.; Paper presented at the Annual Meeting of the American Education Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Standards; College Faculty; *Conformity; Higher Education; Intellectual Disciplines; *Norms; *Researchers; *Scientific Research; Standards

The norms of science define appropriate and inappropriate scholarly or research role performance. The four norms described in this study are (1) universalism: research is assessed on its merit, not particularistic criteria; (2) commonality: research must be made public and shared with the research community; (3) disinterestedness: research is conducted for the advancement of knowledge, not prestige or financial gain from the lay public; and (4) organized skepticism: research is subject to peer review and criticism. The Ladd and Lipset Survey measured the extent to which faculty in different disciplines reported how they act in accord with each of the four norms. Analysis of the survey's data show that, regardless of the disciplinary type, faculty generally agreed on the norm of disinterestedness in that it stems from the fundamental principle that the search for knowledge itself should direct scholarly activities. Faculty self-reports also indicated that they believe that adhering to the norm of communality is how they should behave regardless of disciplinary type. The norms of organized skepticism, however, were seen to not work well in disciplines characterized by weak or conflicting theoretical and methodological paradigms. Contains 33 references. (GLR)

ED 319 330 HE 023 523

Stinson, John E.
Integrated Contextual Learning: Situated Learning in the Business Profession.

PUB DATE- 16 Apr 90
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Administration Education; Case Studies; Graduate Study; Group Discussion; Higher Education; Independent Study; *Integrated Activities; *Learning Activities; Management Development; *Problem Solving; Teaching Methods
IDENTIFIERS- *Integrated Contextual Learning; *Learning Systems

The Integrated Contextual Learning (ICL) alternative learning methodology is examined as to the impact it can have on the preparation of future managers. The state of business education is reviewed noting criticism that business schools are too theoretical and out of touch with business realities. The ICL is a methodology derivative of Reiterative Problem-Based Learning and follows concepts of cognitive apprenticeship. Students are presented with an ill-structured problem situation and are assigned to set the problem and decide on appropriate action. Students formulate the problem collectively, engage in research and self-directed study individually, address the problem again collectively, and continue these iterations as appropriate. The faculty member selects appropriate learning problem-situations and acts as learning manager, coach, and model. A sample learning problem is offered with a summary of group learning activities during ICL implementation at Ohio University. Additionally, the report shows how ICL develops desirable managerial capabilities and discusses the difficulties of incorporating ICL into business schools. Contains six references. (GLR)

ED 319 331 HE 023 524

Bogler, Ronit
How University Professors Perceive the Profits Associated with Collaboration with External Funding Sources.
PUB DATE- Apr 90
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; *College Faculty; Costs; Doctoral Programs; *Financial Support; Government (Administrative Body); Higher Education; Nonprofit Organizations; Private Financial Support; *Research; Rewards; *School Business Relationship

An evaluation is provided of study results involving 1,863 professors from five doctoral universities concerning their attitudes towards the costs and rewards that are perceived to exist when collaborating with external funding sources. The study attempts to confirm two hypotheses: first, researchers who are highly dependent on external funding sources will tend to overstate rewards and understate costs associated with collaboration with external organizations more than researchers with low dependency; and second, when facing high levels of dependency on external funding sources, university researchers who rely on private industry support will tend to overstate rewards and understate costs from collaboration with industrial corporations compared to their colleagues who are supported by federal agencies only, or by private non-profit foundations only. Analysis of the results of the responses is made through three theoretical concepts: (1) the measurement of dependency of individuals on external support, (2) researchers' perceptions of costs, and (3) researchers' perceptions of rewards. Implications arising from the results of the survey are discussed from the points of view of the funding sources, the university, and the academic researchers in engineering and bioscience. Contains 8 references. (GLR)

ED 319 332 HE 023 525

Lomotey, Kofi

Culture and Its Artifacts in Higher Education: Their Impact on the Enrollment and Retention of African-American Students.

SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Apr 90
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990). For related document, see HE 023 526. Funded in part by a grant from the New York State/UUP Joint Labor Management Committee.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; Black Studies; College Admission; College Environment; *College Students; Cultural Awareness; Dropout Prevention; Educational Research; Enrollment Influences; Higher Education; Interviews; Student Financial Aid; *Student School Relationship; *Student Welfare
IDENTIFIERS- *Oberlin College OH

How the nature of the campus culture helps determine the levels of enrollment and retention of African-American students is examined in this study conducted at Oberlin College, Ohio, a college that has shown relative success in enrolling and retaining African-American students. The study provides excerpts from numerous interviews with students, faculty, staff members, and the Admissions Department involving seven categories: campus climate, Black Studies, support services, admissions, retention, financial aid, and the larger community. Seven observations and recommendations are presented and include: the importance of vigilance in insuring the success of African-American students; the need for African-American students to rely on each other; the importance of a "critical mass" of African-American students on a predominantly white campus; and the need to hire, reward, and retain more African-American faculty and administrators. Another study on the same issue, which coincidentally was being done at the same time as the Oberlin study, echoes very similar results and conclusions; findings of this study are also presented. Contains 20 references. (GLR)

ED 319 333 HE 023 526

Lomotey, Kofi
The Retention of African-American Students: The Effects of Institutional Arrangements in Higher Education.

SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Apr 90
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990). For related document, see HE 023 525. Funded in part by a grant from the New York State/UUP Joint Labor Management Committee.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; Black Studies; *College Environment; *College Students; Cultural Awareness; Dropout Prevention; Educational Research; Higher Education; *Institutional Role; Interviews; *Student Attitudes
IDENTIFIERS- *Oberlin College OH

The retention of African-American students on college campuses is examined in this study conducted at Oberlin College, Ohio, a school which has been fairly successful in retaining African-American students over the past 20 years. The study addressed the needs of African-American students by looking at the college's institutional symbols. In particular, the study looked at Oberlin's Black Studies Department, its Afrikan Heritage House (an African-American dormitory), and the African-American student association. The study used and analyzed data collected from interviews conducted on Oberlin's campus; the interviews were designed to determine what it is that these institutions offer that makes African-American students at Oberlin comfortable. The study examined four key areas: support, cultural enrichment, status, and political advantage, that the three institutions being studied seem to possess that contribute in providing an environment conducive to African-American student retention. Contains 16 references. (GLR)

ED 319 334 HE 023 527

Willis, Sherry L., Ed.; Dubin, Samuel S., Ed.
Maintaining Professional Competence. Approaches to Career Enhancement, Vitality, and Success throughout a Work Life.
REPORT NO.- ISBN-1-55542-227-6
PUB DATE- 90
NOTE- 328p.
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104-1310 ($29.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adult Development; *Competence; *Competency Based Education; Evaluation Criteria; Higher Education; *Job Performance; *Management Development; Models; Motivation; *Professional Development; *Professional Education

In response to the issues of global competition, the aging workforce, and the rapid rate of technological innovation and how today's professionals must meet these challenges, an examination is made of the key developmental approaches to maintaining and enhancing the knowledge and skills of midcareer and senior-level professionals. Twenty-one experts from such areas as education, medicine, industrial and labor relations, management, and organizational psychology discuss the significant factors that contribute to waning professional competence and performance. They reveal how elements in professionals' immediate work environment can facilitate or limit skills and knowledge updating, and they describe the kind of work climate that generally promotes quality performance and productivity in professional employees. Methods for defining standards of competence within a profession are given as well as demonstrating how to assess professionals' command of field-related knowledge and practices and how to evaluate their proficiency in interpersonal and problem-solving skills. The book presents contemporary approaches and strategies for enhancing and maintaining the vitality and performance of professionals throughout their careers, revealing how to create work environments that foster continuous learning and renewal, provide necessary skills training, and promote self-directed learning opportunities. References accompany each chapter. (GLR)

ED 319 335 HE 023 528

Barak, Robert J.; Breier, Barbara E.
Successful Program Review. A Practical Guide in Evaluating Programs in Academic Settings.
REPORT NO.- ISBN-1-55542-241-1
PUB DATE- 90
NOTE- 139p.
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104-1310 ($20.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *College Programs; *Evaluation Criteria; *Evaluation Methods; Higher Education; Institutional Role; Organizational Objectives; Personnel Selection; *Planning; *Program Evaluation

To help enhance the effectiveness of college and university program reviews, practical information is provided on all aspects of the program review process. Definitions are given of the specific roles and functions of faculty, administrators, support staff, and others in the review process and how to evaluate the effectiveness of an existing program review procedure. Critical stages in the development of a program review plan are detailed--from assessing the need for review to determining the review criteria and selecting the right approach. Ways to establish the organizational climate that promotes successful program review through gaining the support of decision makers and maintaining good communications are shown. Advice is given on appointing a review coordinator, hiring consultants, preparing program self-studies, and collecting and analyzing data to ensure a smooth and efficient implementation process. The book presents examples of successful review techniques and explains strategies to ensure that the program review truly benefits the institution and its constituents. Contains 67 references. (GLR)

ED 319 336 HE 023 529

Theall, Michael
Development of Materials for Use in a Comprehensive Teaching Improvement System. Final Report.
Northeastern Univ., Boston, MA. Office of Instructional Development and Evaluation.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 71p.
GRANT- G008541167
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiovisual Aids; Computer Software; *Computer Uses in Education; *Course Evaluation; Faculty Development; Higher Education; Instructional Effectiveness; Instructional Materials; Material Development; State Universities; *Teacher Evaluation; *Teaching Skills
IDENTIFIERS- Northeastern University MA; State University of New York Buffalo

The project expanded on an already developed process for teacher-course evaluation at the higher education level. The process uses student ratings collected with an instrument which focuses on teacher behaviors and activities, overall assessments, and student and course information. Teaching improvement materials were developed as was a computer-based mechanism which provides statistical results, generates narrative reports that interpret the statistics, and matches areas of weak performance with the specific references and resources at hand. Products developed by the project included articles, books, reports, audio-visual items, and computer software (e.g., the "Tencore" authoring system and "Ventura" desktop publishing software). The system has been implemented at Northeastern University (Massachusetts) where it has been favorably received and where it efficiently handles about 1,500 course evaluations per academic quarter using 4 full-time staff. It has also been field tested at the State University of New York (SUNY) at Buffalo. Seven appendixes include: system description; lists of professional meetings and expert consultants; the course evaluation questionnaire; the summary report of project implementation at SUNY Buffalo; and a resource bibliography of 38 citations. (DB)

ED 319 337 HE 023 530

Burnett, David

Master of Arts and Professional Studies Program.

Pennsylvania Univ., Philadelphia.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 29p.
GRANT- G008541020
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; *Graduate Study; Higher Education; Integrated Curriculum; *Interdisciplinary Approach; Internship Programs; *Masters Degrees; Professional Education
IDENTIFIERS- *University of Pennsylvania

The Master of Arts and Professional Studies (MAPS) program at the University of Pennsylvania combines, in an integrated and interactive full-time or part-time experience, a traditional master's degree in a humanities or social science discipline with career-oriented preprofessional training and an internship experience in business, government, or non-profit institution leading to job placement in a non-academic career. The program also includes professional coursework in business, applied communications, quantitative planning and analysis (or an individualized program of study) as well as an integrative independent study project and participation in the Colloquium on Work and Liberal Learning, which bring together program faculty, staff, students and others to discuss the relationship between academic studies and nonacademic professions. Accomplishments to date include acceptance of seven students into the program and a regional dissemination conference. High costs have been a major limiting factor. Appendixes include a listing of the MAPS Advisory Board, a MAPS promotional brochure, a sample letter of acceptance, a conference agenda, and newspaper coverage. (DB)

ED 319 338 HE 023 531

Zanville, Holly

Industry/Postsecondary Education Partnership for Faculty Development.
Oregon State System of Higher Education, Eugene.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 45p.
GRANT- G008642199
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Business; Educational Television; *Faculty Development; Higher Education; Industry; *Information Dissemination; *Interaction; Research and Development; Research Utilization; School Business Relationship; State Departments of Education; Technological Advancement; *Telecommunications; *Videotape Recordings
IDENTIFIERS- Oregon

The project addressed the need for Oregon higher education faculty to receive state-of-the art information from Oregon businesses and industries in computer science, business, and engineering areas. Planning for a statewide interactive Eudcational Television Network (ED-NET) has been underway in Oregon for several years. The network will involve cooperation among community colleges, four-year colleges/universities, business and industry, K-12 schools, state agencies, and the Oregon Public Broadcasting System. Over a 20-month period, the project completed 27 faculty development videotape programs by leading industry experts and pilot tested the use of a variety of telecommunications technologies to deliver these programs. Videotapes are available in a videotape library and cover such topics as: knowledge engineering, desktop publishing, diode lasers for high speed applications, programming languages, and superconductivity. Appended are the video catalog, examples of comments on programs provided during the project, and a project contract. (DB)

ED 319 339   HE 023 532

Hoffacker, Bruce; Wolfe, Ethyle R.
The Center for Core Studies at Brooklyn College. Executive Summary.
City Univ. of New York, Brooklyn, N.Y. Brooklyn Coll.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- 88
NOTE- 246p.
GRANT- G008730489
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- *Faculty Development; *General Education; Higher Education; Inservice Education; Liberal Arts; Organizational Development; *Seminars; State Universities; *Summer Programs
IDENTIFIERS- City University of New York Brooklyn College

In 1987, Brooklyn College (New York) implemented the Center for Core Studies as a one-year experiment. The Center included three programs: the Visitors Program, the Summer Associates Program, and the Associates-in-Residence Program. participants from 40 institutions to the campus for 2-day visits. The Summer Associates Program brought 12 alumni of the Visitors Program back to the campus to participate in the college's 3-day summer Faculty Development Seminar and in 2 additional days of workshops focusing on issues of concern to their institutions. The Associates-in-Residence Program brought five visitors for a residential seminar of full immersion in the core process and active participation in the weekly Provost's Seminar for the Renewal of Liberal Learning. Evaluation indicated that there is a pressing need for such a center, one that provides on-site participation including a graduated series of immersions and administrative support. Major attachments include: listings of Visitors Program participants and program agenda; the agenda of the Faculty Development Seminar; a record of the proceedings and decisions of the Core Faculty Development Seminar; report of a summer associates' (Manuel Schonhorn) on the Faculty Development Seminar; an outline of the Provost's Seminar; and a report on the Associates-in-Residence-Program and the Summer Associates Program. (DB)

DOCUMENT RESUME

ED 319 340   HE 023 534

Stea, David
A Domestic/International Field Center for Intercultural Education in Built Environment: Final Report.
Wisconsin Univ., Milwaukee. Urban Research Center.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 41p.
GRANT- G008541026
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Architecture; Building Design; Community Involvement; Course Content; Cultural Differences; Curriculum Development; *Developing Nations; *Environmental Influences; Higher Education; *Intercultural Communication; Intercultural Programs; *International Education; Physical Environment; Research Methodology; Summer Programs
IDENTIFIERS- *International Center Culture and Environment

During the 2.5 years the project was in operation, the International Center for Culture and Environment (Santa Fe, New Mexico) provided courses concerned with aspects of intercultural communication related to environmental design and planning to students and practitioners from 15 U.S. states and 15 foreign countries. Courses were provided in three formats: semester-length courses, summer courses, and short seminars on selected subjects. Students in semester and summer courses spent about half their time working on field projects in Northern New Mexico. Several principles were incorporated into field work to increase relevancy in developing nations. These included community initiation of projects, community involvement, rapid research techniques, rapid problem definiton and cooperation, and establishment of an international network of information exchange. The need to market the program was identified along with other evaluation results that indicate the program was a qualified success. Appendixes include a formative evaluation of the project's first two years. (DB)

ED 319 341 HE 023 536

Guaranteed Student Loans: Credit Bureau Reporting Practices by Guaranty Agencies and Lenders. Briefing Report to the Chairman, Subcommittee on Education, Arts, and the Humanities, Committee on Labor and Human Resources, U.S. Senate.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-90-71BR
PUB DATE- Apr 90
NOTE- 54p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first 5 copies free; $2.00 each additional copy).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Credit (Finance); Federal Legislation; Federal Programs; Higher Education; Legal Responsibility; *Loan Default; *Loan Repayment; *Student Loan Programs
IDENTIFIERS- *Credit Bureaus; *Higher Education Act Amendments 1986; Stafford Student Loan Program

Provisions in the Higher Education Amendments of 1986 (Public Law 99-498), which require guaranty agencies and lenders to report information on Stafford student loan program borrowers to credit bureaus, are examined. The purpose of these provisions is to promote greater borrower responsibility and repayment of student loans. The report addresses how 38 guaranty agencies and 18 lenders implemented these provisions, and analyzes the effect on students according to whether they repay or do not repay their loans. It was found that all guaranty agencies had agreements with and/or reported to at least one of the six national credit bureaus, although only three agencies had entered into agreements with all six bureaus. All lenders reported to at least one bureau. The majority of respondents believed that credit bureau reporting has had a positive effect on reducing the number of defaults. Nearly all guaranty agencies, as well as a majority of lenders, believed that borrowers who defaulted would be hindered by the credit bureau provisions when attempting to obtain other consumer credit. Most guaranty agencies and lenders were opposed to a change that would require deleting a bad credit rating if a delinquent account was subsequently made current or was paid in full after defaulting. The results are summarized in 11 figures. Summaries of the surveys are included in the appendixes. (JDD)

ED 319 342 HE 023 537

Alexander, John; Cullen, Roxanne
The Writing of Ferris State University Students: A View Across the Curriculum.
Ferris State Univ., Big Rapids, MI. Dept. of Languages and Literature.
PUB DATE- 90
NOTE- 199p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; College Freshmen; College Seniors; Followup Studies; Higher Education; *Student Development; Writing (Composition); *Writing Ability; *Writing Across the Curriculum; Writing Evaluation; Writing Improvement; Writing Processes
IDENTIFIERS- Ferris State College MI

A 1985 study of students at Ferris State University (Michigan) found that the majority of freshmen improve their writing abilities from their beginning English course to the end of their freshman year, with ability levels changing little after that. In the current study, graduating seniors were studied to evaluate growth in writing throughout the undergraduate experience. The study examined the correlation between writing ability and the following variables: academic retention, age, sex, grade point average, major, scores on the American College Test, and grades in writing courses. In addition, case studies were conducted of seven seniors, involving three interviews and writing samples. Results showed no correlation between writing performance and academic retention or age. Females outperformed males in writing performance, and significant correlation was also found between grade point average and writing performance. Appendices contain student interview materials, transcripts of interviews with seven students, and writing samples of the seven students. Includes 34 references. (JDD)

ED 319 343 HE 023 538

Porter, Oscar F.
Undergraduate Completion and Persistence at Four-Year Colleges and Universities: Completers, Persisters, Stopouts, and Dropouts.
National Inst. of Independent Colleges and Universities, Washington, DC.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.; Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 89
NOTE- 36p.
AVAILABLE FROM- National Institute of Independent Colleges and Universities, Suite 750, 122 C St. NW, Washington, DC 20001-2190 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; Bachelors Degrees; *College Graduates; *Dropouts; Higher Education; *Private Colleges; *Public Colleges; *Stopouts; Student Attrition; Undergraduate Students; Withdrawal (Education)
IDENTIFIERS- High School and Beyond (NCES)

This study of the persistence behavior of undergraduates at America's 4-year colleges and universities used data from the "High School and Beyond" study, a national survey of 28,000 high-school seniors. "Persistence" is described as the flow of students through college over a 6-year period. Four categories of persistence were identified--completers (those who completed a bachelor's degree), persisters (those who were continuously enrolled), stopouts (those who left and returned), and dropouts (those who left and did not return). Findings of the study include: (1) degree completion was lower than anticipated from a review of literature; (2) completion was more timely and at a higher rate in independent colleges and universities than at public institutions; (3) Black and Hispanic completion rates lag seriously behind those of whites and Asian Americans; (4) the greatest enrollment loss occurred during the first year and after the eighth semester; (5) both socioeconomic status and academic ability influence persistence; (6) the cumulative effect of socioeconomic status and ability is greater than the influence of either factor by itself; and (7) students who received grants in their first year of study were more likely to remain enrolled than students without grants. Includes 40 references. (JDD)

ED 319 344 HE 023 539

A Commitment to Access: Undergraduate Student Financial Assistance Provided Directly by Independent Colleges and Universities.

National Inst. of Independent Colleges and Universities, Washington, DC.

PUB DATE- 90

NOTE- 38p.

AVAILABLE FROM- National Institute of Independent Colleges and Universities, Suite 750, 122 C St. NW, Washington, DC 20001-2190 ($8.00).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)

DESCRIPTORS- Educational Trends; Higher Education; Longitudinal Studies; National Surveys; *Private Colleges; Scholarship Funds; *Student Financial Aid; *Trend Analysis; Tuition Grants; Undergraduate Students

A survey of 481 independent colleges and universities in the United States was conducted to gather data on institutionally provided aid from 1970-71 through 1987-88. The study focused on financial assistance to undergraduates only and excludes data from independent 2-year colleges. Findings are organized into the following categories: levels of institutionally provided student financial assistance, forms of student financial assistance, impact on institutional budgets, and sources of revenue for student aid. The findings revealed that institutionally provided aid to undergraduates at independent colleges and universities increased by 488% between 1970-71 and 1987-88 (102% after adjusting for inflation); the average amount of institutional aid provided by each independent college and university was $2.832 million in 1987-88; 59% of all undergraduates received some form of institutionally provided aid in 1987-88. Appendices include tables by type of institution, description of the research methodology, a list of institutional respondents, and the questionnaire. (JDD)

ED 319 345 HE 023 540

Roney, Robert K.; And Others
Graduate Student Concerns: A Study of a College of Education.

PUB DATE- 18 Apr 90
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Administration; *College Faculty; Curriculum; Demography; Educational Facilities; *Education Majors; Facilities; *Graduate Students; Higher Education; *Student Attitudes; *Student Personnel Services
IDENTIFIERS- University of Tennessee Knoxville

The objective of this research was to develop a systematic and accurate process for the assessment of concerns of 408 graduate students in University of Tennessee-Knoxville's College of Education, utilizing a combination of qualitative and quantitative methods. A 77-item, Likert-type instrument was developed, with a final open-ended question, covering five categories of interest: administration, faculty, courses/curriculum, facilities, and personal concerns. The most positive ratings were given to the faculty area, with the five top-rated items being advisor's knowledge of field, departmental faculty's knowledge of field, advisor's helpfulness, advisor's instructional ability, and advisor's availability. Students were generally pleased with admissions, registration, and the library. The evaluation of their courses and curriculum were also at the level of acceptable or better. They were not pleased with parking and financial aid. Some of the lowest-rated items were orientation of new students, financial aid publicity, placement services, summer course availability, and secure storage for student materials. Results are analyzed by gender, race, age, graduate assistant status, full-time/part-time status, and department. Six references and a copy of the questionnaire are appended. (JDD)

ED 319 346 HE 023 541

Ballantine, Jeane; King, Edith W.
The Concept of Good Teaching in Universities around the World.
PUB DATE- Apr 90
NOTE- 28p.; Paper prepared for the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Education; *Educational Objectives; Educational Practices; Foreign Countries; Higher Education; *Political Influences; *Role of Education; *Socioeconomic Influences; Teacher Attitudes; *Teacher Effectiveness

The paper's hypothesis is that higher education has universal value, but is seen as serving different primary purposes in different societies and political contexts. In Part I of the study, 18 professors from 12 countries were interviewed; the 12 countries were England, Spain, Yugoslavia, Soviet Union, Turkey, India, Malaysia, Philippines, China (PRC), Hong Kong, Taiwan, and Japan. In Part II, professors from Kuwait, Singapore, Malaysia, Hong Kong, England, Netherlands, and Saudi Arabia were interviewed. Findings are analyzed in terms of the academic structure of higher education, the purpose of systems of higher education, the role of professors in universities, the role of teaching, the concept of "good teaching," incentives and rewards for good teaching, teaching styles and interaction between professor and students, evaluation of learning, and faculty development. It is concluded that higher education has universal value, but teaching receives low priority in elite institutions around the world, where the norm suggests that students are privileged to attend. Universities with more open access, however, try to attract a broad range of students to higher education and attach increased importance to the quality of teaching to meet these goals. Includes 18 references. (JDD)

ED 319 347 HE 023 542

Pfaehler, Brenda

Enhancing Affective and Cognitive Outcomes of Minority Pre-Business Students: A Program Evaluation.

PUB DATE- Apr 90
NOTE- 68p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Academic Persistence; *Business Administration Education; Cognitive Development; *Compensatory Education; Higher Education; Humanistic Education; Metacognition; *Minority Groups; Outcomes of Education; Program Evaluation; Selective Admission; *Social Support Groups; *Study; Undergraduate Study
IDENTIFIERS- University of Wisconsin Madison

This study describes the development of the Learning Center at the School of Business at the University of Wisconsin-Madison. The Center was established to provide support for minority students taking pre-business courses required for entrance to the School, such as accounting, economics, and business statistics; to demonstrate positive affective and cognitive outcomes; and to demonstrate increased minority retention and successful enrollment in the School of Business. The Center provided academic support in a small study group format and sought to develop students' metacognitive skills. The evaluation report found that the Center served 179 students during the first semester and 210 students the second semester. Of this total, 136 were minority students, indicating that the Center served nearly 80% of the targeted student population. Affective evaluations were overwhelmingly positive, with negative comments relating primarily to administrative needs. The relationship of student grades and amount of Center utilization indicated a positive correlation. The percentage of minority students admitted to the School of Business rose from 3.9% to 6.0%. Of the new enrollees, 76.4% had used the services of the Center. Survey instruments and individual comments from the survey are included in the appendices. Includes 29 references. (JDD)

ED 319 348 HE 023 543

Hayes, Elisabeth
Perceptions of Adult Men and Women Students in Higher Education.
PUB DATE- 19 Apr 90
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Students; Classroom Environment; College Students; Community Colleges; Females; Higher Education; Males; Private Colleges; *Sex Differences; *Student Attitudes; *Student Behavior; *Teacher Attitudes

The research aimed to determine instructors' and adult students' perceptions of differences in men and women students' classroom behavior in higher education classes. A questionnaire was developed consisting of items representing classroom behaviors, personal attributes, a measure of overall student participation (not used in this analysis), and questions regarding respondent personal characteristics. A sample was drawn from four institutions: two public community colleges, one in a rural and one in a suburban location; a large private university in a small city; and a small private liberal arts college in a suburban location. Only adult students, defined as age 25 or older, were included in the sample of 200 students. Seven factors were identified which accounted for 54% of the total scale variance. They include verbal participation, learning orientation, dominating others, support seeking, self disclosure, self assurance, and sociability. The findings suggest that overall perceptions of differences in men and women students are small. Neither instructors nor students as a group indicated that women and men varied greatly on any dimension of classroom behavior. Includes 14 references. (JDD)

ED 319 349 HE 023 544

Ho, Kwok W.; Chai, Dennis X.

Comparison of Selected Physical Parameters between American and Chinese Male College Students.

PUB DATE- 19 Apr 90
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Body Composition; *College Freshmen; Comparative Analysis; Foreign Countries; Higher Education; Males; Muscular Strength; *Physical Fitness; *White Students; Young Adults
IDENTIFIERS- *Chinese People

The physical fitness status of Chinese college students was evaluated, and selected physical fitness characteristics were compared between American and Chinese college students. Male college freshmen (112 Americans, mostly Caucasian, from a university in the Midwest and 261 Chinese from a college in southern China) were the subjects. All subjects were measured with a battery of tests including body weight and height, grip strength, trunk flexion (sit and reach), vertical jump, agility run, and skinfold measurements. American students scored significantly higher in body weight, body height, all of the four skinfold measures, and grip strength. They also ran faster in the agility run test. The Chinese students jumped higher in the vertical jump test. The Chinese students were significantly thinner than their American counterparts. Although absolute grip strength and leg power were significantly higher for American students, the relative grip strength and relative leg power were higher for the Chinese. There were no significant differences in trunk flexion between groups. Results may reflect differences in nutritional status, eating habits, and lifestyles. Includes 11 references. (JDD)

ED 319 350 HE 023 545

McGowan, Thomas M.; Williams, Robert O.
Communication within School-University Partnerships and Its Effect on Curricular Change.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 17 Apr 90
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Consultation Programs; Coordination; Curriculum; Elementary Education; Higher Education; Information Networks; *Instructional Improvement; *Interschool Communication; Junior High Schools; Social Studies

This study examines intra-partnership communication in school-university collaboration, and considers how participant interaction affects a collaborative's capacity for promoting curricular and instructional change. The study examines two projects utilizing distinct collaborative approaches: "The Academic Alliance for Improved Social Studies Teaching," a social studies improvement collaborative involving 27 Phoenix, Arizona, elementary classroom teachers and 12 support personnel; and "The Middle Grades Project," a more formal, larger collaborative to restructure and revitalize programs at three Indiana schools. Comparative, interpretive analysis revealed that collaborators typically communicated orally, in fairly linear fashion, and through identifiable, if sometimes hazily defined networks. Their interchange seemed episodic and was often influenced by dynamic advocates, external events, and personal politics. As they interacted, participants implemented significant programmatic change. Findings also suggested a relationship between the scope and direction of intra-partnership communication, participants' sense of ownership and empowerment, their willingness to change, and the degree to which innovations were adopted. Includes 26 references. (JDD)

ED 319 351 HE 023 546

Richards, Irving E.; And Others
Class Scheduling Preferences.
PUB DATE- 20 Apr 90
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Class Organization; Community Colleges; Demography; Higher Education; *School Schedules; *Student Attitudes; Time Factors (Learning)
IDENTIFIERS- Cuyahoga Community College Western Campus OH

In order to ascertain students' preferences for the number of times a class should meet each week, 375 questionnaires administered to students during the 1989 summer session at Cuyahoga Community College, Western Campus (Ohio) were evaluated. Results indicated that 49% of respondents preferred classes meeting twice each week, and 29% preferred classes meeting three times per week. The most popular times for classes were 6 to 8 p.m. on weekdays, 10 to noon on weekdays, 8 to 10 p.m. on weekdays, and 8 to 10 a.m. on weekdays. Groups who preferred classes meeting two times per week included: males, females, and parttime students. Other factors, such as marital status, number of credit hours completed, and commuting distance from college, were also evaluated. A copy of the survey questionnaire and eight references are included. (JDD)

ED 319 352 HE 023 547

Mingle, James R.; Rodriguez, Esther
SHEEO Staffs and Organizations: A Portrait.
State Higher Education Executive Officers Association.
PUB DATE- Jun 89
NOTE- 124p.
AVAILABLE FROM- State Higher Education Executive Officers, 1860 Lincoln St., Suite 310, Denver, CO 80295.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrative Organization; Employment Experience; Fringe Benefits; Higher Education; Job Satisfaction; *Personnel Policy; *Staff Development; *State Boards of Education

This report presents a portrait of the staff who work in State Higher Education Executive Officers (SHEEO) member agencies and the organizational structure and personnel policies of the agencies which employ them. Data sources included questionnaires submitted by 322 professional staff working in SHEEO agencies and an organizational survey completed by 42 member agencies. Analysis of survey results focuses on background characteristics of professional staff; previous employment/career paths; job satisfaction; factors in making a job change; work environment; individual professional development activities; research, writing, and presentations; and professional benefits desired. Analysis of the organizational survey responses deals with agency staffing, salary administration policies, agency professional development activities, staff benefits, and retirement programs. Appendices contain detailed tables and a list of responding agencies. (JDD)

The Black Student Experience. Maryland Longitudinal Study Research Highlights. Research Report #15.

Maryland Univ., College Park. Maryland Longitudinal Study Steering Committee.

PUB DATE- 90
NOTE- 22p.
AVAILABLE FROM- Maryland Longitudinal Study, The University of Maryland at College Park, 2108 Mitchell Building, College Park, MD 20742.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; *Black Students; *Career Choice; Educational Experience; Higher Education; Interaction; Longitudinal Studies; *Occupational Aspiration; State Universities
IDENTIFIERS- Maryland Longitudinal Study; University of Maryland College Park

The report studies the interaction between black students' academic performance and their vocational identity, and the impact this interaction has on their higher education experience. Using data from the Maryland Longitudinal Study for 339 black students at the University of Maryland-College Park (UMCP), students were placed into one of four categories based on their academic performance during their freshman year and on their degree of vocational clarity at the end of their freshman year: "undirected" students who had a below average vocational identity and had been placed on academic probation, "unrealistic" students who had an above average vocational identity yet had been placed on academic probation, "potential" students who were in good academic standing yet had a below average vocational identity, and "achiever" students who were in good academic standing and had an above average vocational identity. Findings suggest that strong academic skills are critical for persistence to graduation, that a strong vocational identity does not compensate for weak academic skills, and that a combination of strong academic skills and a sense of the relevance of the college experience to one's future career plans is most predictive of persistence to graduation. Summary statistics and a list of 14 references are appended. (JDD)

ED 319 354 HE 023 549

White, Auston E.

Organizational Structure and Design in Higher Education: A Literature Review of Organizational Structures in Higher Education with a Focus on the Co-Existence of Academic and Non-Academic Structures.

PUB DATE- Feb 90
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administrative Organization; Bureaucracy; Group Structure; Higher Education; Models; *Organizational Climate; Organizational Theories; *Power Structure
IDENTIFIERS- Contingency Models; Matrix Management

Two structures of authority coexist in colleges and universities: one that manages the supporting functional services and one that deals with the production areas of scholarship, teaching, and learning. This literature review defines organizational structure, discusses traditional organization models such as bureaucratic models, and outlines the dichotomy between product and function organizational structures. Modern approaches of organizational structure that give attention to the dual authority structure are then reviewed, including matrix organization structure and contingency organization structure. The review confirms that colleges and universities have a "special problem" not experienced by industry that is related to the product versus function structural organization designs. Both the matrix and the contingency structures have the potential to deal effectively with the dual authority structure found in higher education, though both would require a re-education approach and a commitment to effective communications within the institution. Includes 34 references. (JDD)

DOCUMENT RESUME

ED 319 355 HE 023 550

Levin, James; Wyckoff, John
Identification of Student Characteristics That Predict Persistence and Success in an Engineering College at the End of the Sophomore Year: Informing the Practice of Academic Advising.
Pennsylvania State Univ., University Park. Div. of Undergraduate Studies.
SPONS. AGENCY- National Academic Advising Association, Pomona, NJ.
REPORT NO.- DUS-1990.1
PUB DATE- Feb 90
NOTE- 56p.; Also supported in part by a grant from Phi Delta Kappa, District VI.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Advising; *Academic Persistence; College Bound Students; College Freshmen; College Sophomores; *Engineering Education; Higher Education; Predictive Measurement; *Predictor Variables; Student Characteristics
IDENTIFIERS- Pennsylvania State University Coll of Engineering

This study developed predictive models on persistence and success in engineering at the end of the sophomore year by examining 11 intellective and 9 non-intellective variables. The project's long-term purpose was to contribute to the improvement of academic advising for students considering engineering majors and thus improve student retention. Usable data were gathered on 1,043 entering freshmen in the College of Engineering at Pennsylvania State University. Three models were developed to predict sophomore persistence and success at different points in time: pre-enrollment, freshman year, and sophomore year. For the pre-enrollment model, the variables best predicting success were high school grade point average, algebra score, gender, non-science points, chemistry score, and reason for engineering choice. For the freshman year model, best predictors included grades in Physics I, Calculus I, and Chemistry I. In the sophomore year model, the variables of grades in Calculus II, Physics II, and Physics I were the best predictors. Thus, it was found that the variables which are predictive depend on the student's point of progress through the first 2 years of an engineering program. (JDD)

ED 319 356 IR 014 045

Foliart, Hillary H.; Lemlech, Johanna K.
Factors Affecting Use of Computers in Elementary Classrooms: Implications for Preservice and Inservice Education.
PUB DATE- Mar 89
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Cluster Analysis; *Computer Assisted Instruction; *Computer Science Education; Elementary Education; Higher Education; *Inservice Teacher Education; Interviews; *Microcomputers; Needs Assessment; Observation; *Preservice Teacher Education; Questionnaires; Teacher Education Curriculum; Use Studies

Designed to isolate curriculum needs for computer education courses for preservice and inservice elementary school teachers, this study identified patterns of microcomputer use as they have been planned and implemented in elementary classrooms together with factors that affect those patterns. The cluster analysis procedure was used to analyze interview, classroom observation, and questionnaire data on classroom microcomputer use obtained from 29 randomly-selected kindergarten through grade six teachers. Characteristics of classroom microcomputer use patterns are identified within two frameworks. The first is a typology developed by Shavelson which distinguishes among orchestration, adjunct instruction, enrichment, and drill and practice; the second is an adapted list of curriculum elements originally described by Goodland, Klein, and Tye, which focus on goals and objectives, subject matter, activities, teaching strategies, evaluation, grouping, time, and space. Five areas of confusion about computer use in the classroom were identified through a qualitative analysis of case records: (1) process vs. product; (2) entertainment vs. motivation; (3) what constitutes ethical use of time; (4) curriculum integration; and (5) student accountability. These are briefly discussed and their implications for both preservice and inservice teacher education are described. (10 references) (GL)

ED 319 357 IR 014 121

Levin, Henry M.; And Others
Cost-Effectiveness of Alternative Approaches to Computer-Assisted Instruction.
Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; *Cost Effectiveness; Effect Size; Elementary Secondary Education; *Mathematics Achievement; Meta Analysis; *Reading Achievement

Operating on the premise that different approaches to computer-assisted instruction (CAI) may use different configurations of hardware and software, different curricula, and different organizational and personnel arrangements, this study explored the feasibility of collecting evaluations of CAI to evaluate the comparative cost-effectiveness of several alternative CAI approaches. The analysis on which these evaluations are based was carried out in four stages: (1) a search was initiated for evaluations of different approaches to CAI that could be used for cost-effectiveness purposes; (2) each of the evaluations was reviewed in order to select those that met the criteria established for the study i.e., a single focus on CAI, common objectives, acceptability of evaluation methods, and availability of information for assessing costs; (3) effect sizes for the criterion of concern were estimated; and (4) the costs of each intervention were estimated. Analysis of eight K-12 CAI programs, in which the common educational outcome was that of reading and/or mathematics achievement, indicated great variation in effect size from study to study, and led to the conclusion that specific approaches to CAI and the realities of implementation account for differences in effectiveness. Data on the costs and effect sizes of each of the CAI programs selected for the study are provided in tables throughout the text and in the appendix of the report. (24 references) (GL)

ED 319 358 IR 014 209

Tucker, Richard N.
Comparative Study on Criteria and Procedures for the Evaluation of Educational Software. Summary.

SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- Apr 89
NOTE- 8p.; Paper presented at a Conference on Education and Informatics: Strengthening International Cooperation (Paris, France, April 12-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; *Computer Software; Courseware; *Evaluation Criteria; *Evaluation Methods; Foreign Countries; *Microcomputers; Questionnaires; Surveys
IDENTIFIERS- International Council for Educational Media

The International Council for Educational Media (ICEM) was asked to conduct a study based on reports from a selected number of the ICEM member countries representing different styles of educational organization (from centralized to decentralized), different organizational methods for the production of educational software (from governmental to commercial), and different levels of integration of the computer into education. A detailed questionnaire, which was developed as the survey instrument, requested information about professional, applications, and didactic software packages from software developers, converters, and users in Canada, England, Hungary, Italy, Japan, the Netherlands, Scotland, and the United States. Specific questionnaire items addressed issues such as the educational context in which the software was used, the nature of software development (governmental or commercial), how decisions about content are made, criteria for field testing, production criteria, criteria for the conversion of software brought in from other countries, criteria for the selection of commercially available software, and criteria used to evaluate the use of software in the classroom. A summary of the results for each of these areas is provided and conclusions are discussed relating to software development, production, selection, conversion, and research. (GL)

Bangert-Drowns, Robert L.
Research on Wordprocessing and Writing Instruction.
PUB DATE- Mar 89
NOTE- 6p.; Paper presented at the American Educational Research Association (San Francisco, CA, March 30-April 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; Effect Size; *Instructional Effectiveness; Intermode Differences; Meta Analysis; *Student Attitudes; *Thinking Skills; *Word Processing; Writing Instruction; *Writing Skills
IDENTIFIERS- Higher Order Learning

In response to critics' charges that use of the word processor may have a detrimental effect on writing, this study identified and analyzed 20 published studies that used experimental and control groups to compare conventional writing instruction (using handwriting) with instruction using the word processor. Five types of outcomes were analyzed: (1) number of revisions; (2) composition length; (3) students' attitudes toward writing; (4) basic writing skills (e.g., spelling, punctuation, and grammar); and (5) overall quality of written documents. Because a true meta-analysis was not possible using the available studies, calculation of effect sizes was supplemented with a narrative summary procedure. In spite of the various pitfalls that plagued the studies, word processing still proved to be a beneficial addition to writing instruction. Word processing appeared to increase students' enjoyment of writing and stimulate them to compose longer documents. Unexpectedly, it was found that word processing also tends to improve performance of basic writing skills. The securest finding, which came from 13 of the 15 studies that examined overall quality of writing, was that students instructed with word processing produced papers of better quality than students who produced handwritten papers. On the basis of these findings, it can tentatively be concluded that the word processor operates as an unsophisticated instructional tool (i.e.,

it instructs as it is being used) although it does not explicitly stimulate metacognitive activity. (8 references) (GL)

ED 319 360 IR 014 338

Podany, Zita

Ideas for Integrating the Microcomputer with Instruction.

Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 89
NOTE- 43p.
CONTRACT- 400-86-006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Computer Graphics; *Computer Software; Desktop Publishing; Elementary Education; Junior High Schools; Learning Strategies; *Lesson Plans; Map Skills; *Microcomputers; Nutrition Instruction; Telecommunications; Word Problems (Mathematics); Writing (Composition)

This report focuses on the integration of computers in elementary and middle school instruction. Based on interviews and on-site visitations with teachers using computers in conjunction with their regular instruction, seven lessons are described: (1) desktop publishing for grades 4 and 5; (2) interpretive writing for any grade level; (3) student-authored word problems for grades 6, 7, and 8; (4) long-distance telecommunications for grades 3 and up; (5) teaching students how to learn for grades 4 and 5; (6) nutrition for grades 6, 7 and 8; and (7) mapping the Western Hemisphere for grades 5 and 6. Included for each lesson are a narrative description and lesson plan which outlines target audience, hardware, software, instructional purpose, objectives, pre-activities, computer activities, follow-up activities, time required, schedule, management suggestions, instructional materials, and teacher preparation. For some lessons, examples of student work and other ideas are also provided. A directory of producers of software mentioned in the report is attached. (MES)

ED 319 361 IR 014 365

Keller, Chris A.; And Others
A Comparative Study of Compression Video Technology.
Ball State Univ., IN. Center for Information and Communication Sciences.
PUB DATE- Jun 89
NOTE- 109p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Communications Satellites; Comparative Analysis; *Cost Effectiveness; *Educational Television; Equipment Evaluation; Higher Education; *Teleconferencing
IDENTIFIERS- *Video Audio Compressed

The purpose of this study was to provide an overview of compression devices used to increase the cost effectiveness of teleconferences by reducing satellite bandwidth requirements for the transmission of television pictures and accompanying audio signals. The main body of the report describes the comparison study of compression rates and their effects on video quality using a common source tape of color graphics, teleconference scenes, and motion footage. The remaining sections of the report describe the equipment tested, equipment configurations, actual bench and field test results, current academic applications using compression technology, and equipment prices and features. (GL)

ED 319 362 IR 014 366

Dowell, David A.; Binette, Holly A. Lizotte
Computer Aided Instruction in Teaching Program Evaluation.
PUB DATE- Oct 89
NOTE- 8p.; Paper presented at the Annual Conference of the American
Evaluation Association (San Francisco, CA, October 19-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142) Speeches, Conference Papers,
"Papers Presented at..." (150)

DESCRIPTORS- *Computer Assisted Instruction; *Courseware; Field Tests; Graduate Students; Higher Education; Instructional Effectiveness; *Program Evaluation; Psychology; Undergraduate Students

This paper reports the results of two semesters of experience using computer-assisted instruction (CAI) to teach topics in program evaluation to undergraduate and graduate psychology students at California State University, Long Beach. (The topics addressed are models of evaluation, evaluability assessment, needs assessment, experimental and quasi-experimental design, management information systems, roles and conflicts, and cost-based evaluation methods.) A description of the structure of the program evaluation course in which the software is used is followed by a discussion of the graphical engine, a program compiled in Turbo Pascal which drives the tutorials and is capable of presenting graphics and text, taking student responses, and providing feedback. Results are reported of three preliminary evaluations involving 22 seniors and first year graduate students. It is noted that the CAI tutorials have not yet shown evidence of superiority over a more conventional textual presentation. (GL)

ED 319 363 IR 014 373

Podany, Zita
New and Promising: Software Worth a Look. A MicroSIFT Survey of Educational Software Preview Center Coordinators. Volume I, No. 4.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 89
NOTE- 9p.; For Volume I Nos. 1, 2, and 3, see ED 305 887.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Authoring Aids (Programing); *Computer Assisted Instruction; Computer Graphics; Computer Simulation; Computer Software Reviews; *Courseware; Databases; Elementary Secondary Education; Higher Education; Hypermedia; Language Arts; Mathematics Instruction; Microcomputers; Science Instruction; Social Studies

This guide reports the opinions of a group of five computer coordinators from educational software and preview agencies about software products that seem promising, but have not necessarily been tested. The 22 software packages reviewed include applications for math, language arts, science, social studies, health, graphics, authoring, and database management. In addition to a brief description of the software package, each entry includes information on: (1) the publisher; (2) the optimal grade level; (3) topics addressed; (4) hardware requirements; and (5) price. A list of software producer addresses and telephone numbers is also provided. (GL)

ED 319 364 IR 014 380

Black, B. R.; And Others
Troubleshooting Microcomputers. A Technical Guide for Polk County Schools.
Polk County Board of Public Instruction, Bartow, Fla.
PUB DATE- 88
NOTE- 97p.; Several computer-produced graphics will not reproduce well. For a related guide, see IR 014 381.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Computer Printers; *Computer Software; Elementary Secondary Education; *Equipment Maintenance; *Microcomputers; *Troubleshooting
IDENTIFIERS- Apple IIc; Apple IIe; Apple IIGS; Apple Macintosh; Commodore 64; IBM Personal Computer; TRS 80

This guide was started in 1986 as an effort to pull together a collection of several computer guides that had been written over the previous several years to assist schools in making simple computer repairs. The first of six sections contains general tips and hints, including sections on tool requirements, strobe disk speed adjustment, static electricity prevention, suggested inventory procedures, physical security, suggestions for inventorying and cataloging software, and information on the district's in-house repair service. The next four sections provide troubleshooting and repair guidelines for computers manufactured by Apple (Apple IIe, IIc, IIGS, Macintosh, and the Image Writer and Laser Writer printers); Commodore (Commodore 64); IBM (and IBM-compatibles); and Tandy (TRS-80). The final section includes suggested readings (books and magazines), a guide to diagnostic software, and a list of training programs in computer repair offered by Apple, Commodore, IBM, and Tandy-Radio Shack with procedures for obtaining further information. The looseleaf format of the guide is designed to facilitate frequent updating. (GL)

ED 319 365 IR 014 381

Black, B. R.
Troubleshooting Micro's.
Polk County Board of Public Instruction, Bartow, Fla.
PUB DATE- 89
NOTE- 13p.; This document is based on the larger IR 014 380.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Computer Printers; Computer Software; Elementary Secondary Education; *Equipment Maintenance; *Microcomputers; *Troubleshooting
IDENTIFIERS- Apple IIc; Apple IIe; Apple IIGS; Apple Macintosh

This guide provides instructions for preventive maintenance and for making minor technical adjustments on microcomputers. General hints are provided for all microcomputers concerning static electricity reduction; use of dust covers; heat, magnetic fields, and floppy disks; and the use of halogen fire extinguishers. These are followed by troubleshooting suggestions specific to Apple computers and their peripherals, including the Macintosh, Apple IIc, Apple IIe, Apple IIGS, and the Image Writer II. (GL)

ED 319 366 IR 014 382

Steenland, Sally
Unequal Picture. Black, Hispanic, Asian and Native American Characters on Television.
National Commission on Working Women of Wider Opportunities for Women, Washington, DC.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 89
NOTE- 50p.

AVAILABLE FROM- Wider Opportunities for Women, 1325 G. Street N.W., Lower Level, Washington, DC 20005 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Asian Americans; Blacks; Broadcast Television; *Employment Level; Hispanic Americans; Mass Media Effects; *Minority Groups; *Programing (Broadcast); *Racial Relations; *Sex Differences; *Television Research

Based on a study which monitored over 150 episodes of television programs on a random basis, this report addresses the following questions: (1) How visible are Black, Hispanic, Asian, and Native American characters on entertainment television? On what types of shows do they appear? (2) What is the state of race relations on television? Do characters encounter bias or is there racial harmony? When problems do occur, are they individual in nature or are they institutional? (3) What types of jobs do women and men of color hold on television? How do their employment patterns compare to those in the real world? (4) Are minority characters on television drawn with distinct identities? Or are they, appearance aside, indistinguishable from White characters? (5) Are Black, Hispanic, Asian, and Native American characters on television faring equally well? Or are there differences in portrayals? and (6) What is the relationship of employment behind the scenes to image? Do programs featuring people of color employ minority producers and writers? Highlights of the study include: (1) almost all minority characters on television are Black; (2) 9 out of 10 minority characters on television are middle class or wealthy; (3) television's world is one of racial harmony; (4) most programs reduce injustice to individual conflict; (5) minority female characters are segregated in sitcoms, the only place where they have leading roles; and (6) minority producers constitute only 7% of all producers working on shows with minority characters, while minority female producers constitute only 2% of the total. (GL)

ED 319 367 IR 014 384

Roweton, William E.; And Others
What Today's Educational Technology Needs: Defensible Evaluations and Realistic Implementation.
PUB DATE- 88
NOTE- 13p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administration; Classroom Environment; *Computer Assisted Instruction; *Computer Graphics; Educational Facilities Planning; *Educational Technology; Elementary Secondary Education; *Faculty Development; Instructional Development; *Program Evaluation; Program Implementation; *Technology Transfer

It is argued that in order to make computer assisted instruction effective in the schools, educators should pay more attention to implementation issues (including modifying teacher attitudes, changing classroom routines, and offering realistic technical training and support) and to producing understandable product and performance evaluations. Issues identified for further evaluation are covariates such as teachers' and students' prior computer experience; the ergonomic design of computerized classrooms; design issues resulting from the pictorial representation of information; and the impact of educational technology integration on classroom social environments. (25 references) (GL)

ED 319 368 IR 014 385

DeStefano, Johanna S.
The Growth of English as the Language of Global Satellite Telecommunications.
PUB DATE- 89
NOTE- 15p.; Photograph will reproduce marginally.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Journal Articles (080)
DESCRIPTORS- *Communications Satellites; Cultural Awareness; *Developing Nations; *English (Second Language); Imperialism; *Language Maintenance; Modernization; *Sociolinguistics; Technology Transfer; *Telecommunications
IDENTIFIERS- *Cultural Hegemony

Satellite telecommunications are part of an integrated grid of technologies that make possible what many call the Information Age. The English language is the dominant language of this age and of global telecommunications, based in part on its already clear role as the major "universal" language, especially in science and technology. English currently has widespread acceptance as the primary "link language" in the world, being no longer tied predominantly to native speakers of the language. The impact of its spread into the Third World and developing countries via global satellite technology is discussed, especially as the spread has been accelerated by these countries' desire for development and modernization. The emphasis on national sovereignty in many countries (with an attendant emphasis on indigenous languages) is also discussed as running counter to the spread of English. Three images are presented for the spread of English: (1) the kaleidoscope image, in which message transmission is viewed as the transmission of poorly articulated values of dominant cultures; (2) the window image, in which the language itself is seen to be a transparent, neutral vehicle for communication; and (3) the mirror image, in which the language reflects the values of British and American cultures. It is concluded that English serves as a mirror and kaleidoscope in some contexts, but that most frequently it serves as a window. (46 references) (Author/GL)

ED 319 369 IR 014 387

Plomp, Tjeerd
Introductory Computer Education: Developments in a Time Perspective.
PUB DATE- 89
NOTE- 20p.; Paper presented at the General Assembly of the International Association for the Evaluation of Educational Achievement (Seoul, Korea, August 28-September 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; *Computer Science Education; Curriculum Development; Foreign Countries; *Information Retrieval; *Information Storage; *Microcomputers; Problem Solving; Trend Analysis
IDENTIFIERS- Netherlands

An analysis of computer literacy curricula around the middle of the 1980s shows a remarkable overall shift away from teaching computing to teaching applications, information handling, and problem-solving. Computer use is no longer viewed as a goal in itself, but is introduced as a powerful means of fulfilling information needs and of facilitating learning and other instructional tasks. Some recent developments raise the question as to whether separate courses in computer literacy are still needed, or whether computer literacy goals could be better attained in other ways. Two interesting new lines of thinking can be observed. The first implies the integration of computer literacy goals with traditional educational goals by promoting the abandonment of separate computer literacy courses for the instrumental use of computers in existing courses. The second development, now being discussed in the Netherlands, can be characterized as a mixed approach, in which the more general computer literacy goals are realized via traditional subject matter courses, while more specific information handling goals are addressed in short separate courses. Both approaches are discussed, and links are established to The Computer in Education study of the International Association for the Evaluation of Educational Achievement (IEA) in order to provide a context for interpreting some of the study's results. (22 references) (Author/GL)

DOCUMENT RESUME

ED 319 370 IR 014 388

Sheingold, Karen; And Others
Study of Issues Related to the Implementation of Computer Technology in Schools. Final Report, July, 1981. Technical Report No. 2.
Bank Street Coll. of Education, New York, NY. Center for Children and Technology.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 81
NOTE- 142p.
CONTRACT- 400-800023
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; *Computer Assisted Instruction; Courseware; Elementary Secondary Education; Equal Education; Interviews; *Microcomputers; Naturalistic Observation; Research Needs; *School Districts; Teacher Student Relationship; *Use Studies

This study examined ways in which microcomputers are used in schools and the complex issues that surround their implementation. Three fictional geographically distinct school districts with a diversity of microcomputer applications at both the elementary and secondary levels were studied: Salerno, a large southern city; Granite, a midwestern city; and Greenview, a small suburban community in the northeast. A research team interviewed people at all levels of the school system--district administrators, school administrators, computer resource personnel, media specialists, teachers, students, and community persons. Students were observed using computers in a variety of contexts. Six trends emerged which raise important questions for future research: (1) differential access to microcomputers; (2) the emergence of new roles in response to microcomputers; (3) the lack of integration of microcomputers into elementary classrooms and curriculum; (4) the inadequate quality and quantity of software; (5) the inadequate preparation of teachers for using microcomputers; and (6) the lack of knowledge of effects and outcomes. Interview guides and a classroom observation form are appended, and 69 references are listed. (Author/MES)

ED 319 371 IR 014 389

Pea, Roy D.
Logo Programming and Problem Solving. Technical Report No. 12.
Bank Street Coll. of Education, New York, NY. Center for Children and Technology.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Apr 83
NOTE- 10p.; Paper presented at an American Educational Research Association Symposium (Montreal, Canada, April 1983) as "Chameleon in the Classroom: Developing Roles for Computers."
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Computer Science Education; Elementary Secondary Education; Microcomputers; *Programing; Programing Languages
IDENTIFIERS- *LOGO Programing Language

This paper discusses five points related to developmental research on children learning to do Logo programming: (1) systematic developmental research documenting what children are learning as they learn to program is necessary; (2) Logo is cognitively complex beyond its early steps and difficult to learn without instructional guidance; (3) the pedagogical fantasy that Logo can serve as a stand-alone center in classrooms for learning programming and thinking skills does not work; (4) after a year of programming in Logo, following the discovery-learning pedagogy, a group of children did not display greater planning skills than a matched group who did not do Logo programming; and (5) it is necesary to develop an instructional science for teaching programming and to rethink the educational goals programming is meant to fill. Findings of three studies on children learning to program and the cognitive outcomes of such programming are reported: the first was a study of the level of programming expertise children had developed by the year's end; the second consisted of systematic probes of the depth of understanding of programming concepts in studies with individual children; and the last asked whether children doing programming developed planning skills that they spontaneously transferred beyond programming. (19 references) (MES)

ED 319 372 IR 014 390

Kurland, D. Midian
Software in the Classroom: Issues in the Design of Effective Software Tools. Technical Report No. 15.
Bank Street Coll. of Education, New York, NY. Center for Children and Technology.
PUB DATE- Apr 83
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 11-14, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; *Computer Software Development; Elementary Secondary Education; *Microcomputers; Models

This paper identifies three ways that computers are used in educational contexts. The first and most widespread use is as a tutor, i.e., as a delivery system for programmed instruction and drill-and-practice activities. The second use is as a programming environment to teach programming languages such as BASIC, LOGO, or PASCAL. The third use is as a flexible, reconfigurable tool, employing software that can turn the computer into a word processor, calculator, music system, data organizer, graphing system, note taker, or bulletin board. The first two models (computer as tutor and as programming environment) are discussed briefly, and the third mode (computer as tool) is discussed in more detail. Various types of software and applications in this mode are described. It is argued that, although this is the most neglected of the three approaches, it is the type of use which holds the most promise for computer use in the classroom. (MES)

ED 319 373 IR 014 391

Pea, Roy D.

Language-Independent Conceptual "Bugs" in Novice Programming. Technical Report No. 31.

Bank Street Coll. of Education, New York, NY. Center for Children and Technology.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Spencer Foundation, Chicago, Ill.
PUB DATE- Dec 84
NOTE- 14p.
CONTRACT- 400-830016
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Science Education; Elementary Secondary Education; *Error Patterns; Higher Education; *Misconceptions; *Programing

Persistent conceptual bugs exist in how novices, from primary school to college age, program and understand programs. These bugs are not specific to a given programming language but appear to be language-independent. The three different classes of bugs are: (1) parallelism, the assumption that different lines in a program can be active at the same time or in parallel; (2) intentionality, the attribution of goal directedness or foresightedness to the program; and (3) egocentrism, the assumption that there is more of the programmer's meaning for what he or she wants to accomplish in the program than is actually present in the code he or she has written. All of these bugs appear to derive from the idea that there is a hidden mind in the programming language that has intelligent, interpretive powers. Each of the three types of bugs is described and exemplified using student errors, and the implications for programming instruction are addressed. (23 references) (Author/MES)

ED 319 374 IR 014 392

Char, Cynthia
Research and Design Issues Concerning the Development of Educational Software for Children. Technical Report No. 14.
Bank Street Coll. of Education, New York, NY. Center for Children and Technology.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 83
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 11-14, 1983).
CONTRACT- 300-81-9375
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Games; *Computer Science Education; Computer Simulation; *Computer Software Development; Computer Software Evaluation; *Courseware; Data Collection; Elementary Education; Field Tests; *Instructional Design; Programing; Teacher Attitudes; Teacher Role

Several research and design issues to be considered when creating educational software were identified by a field test evaluation of three types of innovative software created at Bank Street College: (1) Probe, software for measuring and graphing temperature data; (2) Rescue Mission, a navigation game that illustrates the computer's use for simulation; and (3) Whale Search and Treasure Hunt, games that introduce the notion of programming to children. The field test used a case-study approach to examine the comprehensibility, appeal, and usability of the programs. The most striking finding was the range of use of the software in different classrooms, including differences in the proportion of students having access to the computer, the amount of time each student used the software, the degree and type of teacher involvement, and classroom organization. It was also found that the use of software was influenced by computer and teacher resources, as well as by prior teacher training in and perceptions of science, math, or computers. Software design implications point to the need for creating software that allows students to work in a collaborative fashion independent of the teacher and for addressing comprehensibility at all levels. It is recommended that teachers be provided with a conceptual framework for software. (MES)

ED 319 375 IR 014 393

Tally, William J.; Char, Cynthia
Children's Use of the Unique Features of Interactive Videodiscs. Technical Report No. 42.
Bank Street Coll. of Education, New York, NY. Center for Children and Technology.
PUB DATE- Feb 87
NOTE- 22p.
AVAILABLE FROM- Center for Children and Technology, Bank Street

College of Education, 610 W. 112th Street, New York, NY 10025.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Discovery Learning; Elementary Education; *Interactive Video; *Learner Controlled Instruction; Use Studies; *Videodisks

This study examined the way children learn about and use the novel features of videodiscs. Nine 9- and 10-year-old students in a progressive private school in New York City participated in the study. None had prior experience with videodisc technology. The two videodiscs which served as test materials--"The First National Kidisc" and "Fun and Games"--were selected because they encourage use of the special video and audio features of videodiscs. Subjects worked in pairs for two 45-minute sessions. Sessions were observed by a researcher who took notes on the children's behavior and comments. Results are reported in three sections: (1) initial learning of the disc options, the role of disc-based instructions and prompts in learning, and technical aspects of the hardware that were impediments to learning; (2) use of audio options and use of visual options in relation to several general goals, such as navigating around the disc and playing with the speed and direction of images; and (3) use of disc options to manipulate the presentation in accordance with children's interests and playing styles. It is concluded that children are able to handle videodisc programming that leaves open the opportunity for exploration and self-motivated learning. (7 references) (MES)

ED 319 376 IR 014 394

Newman, Denis
Local and Long Distance Computer Networking for Science Classrooms. Technical Report No. 43.
Bank Street Coll. of Education, New York, NY. Center for Children and Technology.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Feb 87
NOTE- 11p.
GRANT- NSF-MDR-8550449
AVAILABLE FROM- Center for Children and Technology, Bank Street College of Education, 610 W. 112th Street, New York, NY 10025.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Computer Networks; Elementary Education; *Elementary School Science; Formative Evaluation; Interviews; Laboratories; *Local Area Networks; *Microcomputers; *Programing; *Telecommunications
IDENTIFIERS- *Earth Lab

This report describes Earth Lab, a project which is demonstrating new ways of using computers for upper-elementary and middle-school science instruction, and finding ways to integrate local-area and telecommunications networks. The discussion covers software, classroom activities, formative research on communications networks, and integration of local and long distance networks. A list of nine references concludes the report. (MES)

ED 319 377 IR 014 395

Wilson, Kathleen S.
The Palenque Optical Disc Prototype: Design of Multimedia Experiences for Education and Entertainment in a Nontraditional Learning Context. Technical Report No. 44.
Bank Street Coll. of Education, New York, NY. Center for Children and Technology.
PUB DATE- May 87
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
AVAILABLE FROM- Center for Children and Technology, Bank Street College of Education, 610 W. 112th Street, New York, NY 10025.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discovery Learning; Elementary Secondary Education; *Instructional Design; Instructional Development; Learning Theories; *Material Development; *Multimedia Instruction; Nontraditional Education; *Optical Disks; *Videodisks
IDENTIFIERS- Prototypes

This report describes Palenque, an interactive, multimedia, optical disc research prototype developed for home use by 8- to 14-year-old children and their families. The report begins by providing an overview of the project, which is followed by a discussion of the target audience and context for use of the videodisc. A discussion of learning philosophy covers the roots of traditional instructional design, the substitution of less traditional roots for the design of elements of the Palenque discovery learning model how the design fosters incidental learning, and the creation of a flexible environment that allows for extended sessions and repeatability. The nature of the medium is then addressed--the unique features of the optical disc medium, inspiration from other projects, and features of the DVI (Digital Video Interactive) Development System. Design elements of materials that are incorporated in Palenque are described, including linear television narratives, interactive narratives, simulations, interactive games, multimedia databases, and interactive books. The report concludes with discussions of the concurrent process of design and development as research and the implications of future design efforts. (19 references) (MES)

ED 319 378 IR 014 396

Honey, Margaret A.; And Others

Teaching Technology: Creating Environments for Change. Technical Report No. 45.

Bank Street Coll. of Education, New York, NY. Center for Children and Technology.

SPONS. AGENCY- National Science Foundation, Washington, D.C.

PUB DATE- Oct 87

NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

CONTRACT- TE1-8319705

AVAILABLE FROM- Center for Children and Technology, Bank Street College of Education, 610 W. 112th Street, New York, NY 10025.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Assisted Instruction; *Courseware; *Curriculum Design; *Discovery Learning; Elementary Education; *Elementary School Mathematics; Learning Modules; Microcomputers; *Teacher Attitudes; Use Studies; Videotape Recordings

Based on observation, interviews, and questionnaires, the first section of this paper discusses lessons learned while watching teachers use the first set of "The Voyage of the Mini" materials (a video, computer, and print package). The focus is on the need to create an environment that will support an inquiry-based curriculum. The second section describes the design of one of the software modules, Maya Math, to address this need. A segment of the module is explained, and ways in which the materials have been designed to facilitate the discovery of specific math concepts are illustrated. Experiences of a teacher currently field testing the module are then presented. (7 references) (MES)

Martin, Laura M. W.; And Others
Microworlds to Macroworlds: Conceptual Transfer and Activity Setting. Technical Report No. 46.
Bank Street Coll. of Education, New York, NY. Center for Children and Technology.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Dec 87
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
CONTRACT- NSF-#TE1-8319705
AVAILABLE FROM- Center for Children and Technology, Bank Street College of Education, 610 W. 112th Street, New York, NY 10025.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Games; Concept Formation; *Ecology; Elementary Education; Microcomputers; *Models; Pretests Posttests; Small Group Instruction; Student Attitudes; *Teaching Methods; Theory Practice Relationship; Transfer of Training; Worksheets
IDENTIFIERS- *Microworlds; Paper and Pencil Tests

This study examined children's application of ecological concepts under conditions that were similar to or different from the conditions under which they first applied the concepts while playing a microcomputer-based ecosystems game. Two task dimensions were studied: (1) the form in which the information was presented (iconic or symbolic); and (2) the interactional setting in which children worked with the conceptual material (alone or in small groups). Subjects were 30 students from a mixed fifth-sixth grade class in a New York City public school; they were randomly assigned to two treatment groups. Baseline information about the children's attitudes and knowledge was collected. Following a 6-week experimental phase, children's applications of concepts from the microworld game were examined during individual paper-and-pencil tests involving two-dimensional images, small group discussions using real objects, and individual paper-and-pencil worksheets in an out-of-school setting. Results showed transfer of certain microworld concepts in some settings and application of some teacher-taught material. These conceptual gains were most clearly seen when children worked in small group settings. (16 references) (MES)

ED 319 380 IR 014 398

Hawkins, Jan; Honey, Margaret A.
Challenges of Formative Testing: Conducting Situated Research in Classrooms. Technical Report No. 48.
Bank Street Coll. of Education, New York, NY. Center for Children and Technology.
PUB DATE- Feb 90
NOTE- 7p.; A version of this paper was presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
AVAILABLE FROM- Center for Children and Technology, Bank Street College of Education, 610 W. 112th Street, New York, NY 10025.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Classroom Research; Computer Assisted Instruction; Educational Television; *Field Tests; *Formative Evaluation; Instructional Development; Integrated Curriculum; Junior High Schools; *Social Environment; *Student Attitudes; *Teacher Attitudes

It is argued that the three basic issues that have typically been the concern of formative evaluation (comprehensibility, appeal, and usefulness) tell us very little about the role that an instructional product can play in the ongoing environment of the classroom. The focus in this paper is on the field test, i.e., on research situated within the framework of existing classroom activity. Four issues considered central to situated research are discussed: (1) How is the instructional prototype interpreted by teachers? (2) How does the prototype function as part of the ongoing content curriculum that is both the backbone and blueprint for classroom goals and activities? (3) How does the prototype function within the organizational context of the classroom? and (4) Within the social context of the classroom, how is the prototype interpreted by students? Each of these questions is addressed using examples from formative research with two different prototype products: a computer-based set of interactive cognitive tools to support inquiry practices in science ("Inquire"), and a television series that uses a narrative format to introduce students to different arenas of scientific and mathematical inquiry ("The Second Voyage of the Mimi"). (8 references) (GL)

Kaye, Tony
Computer-Supported Collaborative Learning in a Multi-Media Distance Education Environment.
PUB DATE- Sep 89
NOTE- 17p.; Paper presented at the NATO Advanced Research Workshop (Maratea, Italy, September 24-28, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Networks; Computer System Design; Cooperative Learning; *Distance Education; Foreign Countries; Higher Education; Instructional Design; Instructional Development; Interaction; Man Machine Systems; Multimedia Instruction; Open Universities; Social Environment; *Teleconferencing
IDENTIFIERS- *Computer Mediated Communication; *Open University (Great Britain)

The design issues involved in the effective use of computer-mediated communication in a multimedia distance education environment are examined, with particular reference to recent and current initiatives at the Open University in Great Britain. A description of the components of the Open University's electronic campus (the conferencing system and the national computer network) is followed by a discussion of specific design issues (interface design, design of electronic social environments, and overall course design). It is concluded that the key factors that seem to influence the perceived value of computer-mediated communication for effective collaborative learning include: (1) the ease with which the basic mechanics of the system can be learned (due in part to an improved interface design); (2) the design of the electronic social environment within which interactions occur; (3) the relative importance of computer-mediated communication as a communication tool, compared with other available media and channels of communication; and (4) the skills of course tutors in setting up and moderating computer conferences. (11 references) (GL)

ED 319 382 IR 014 400

Hobbs, Vicki M.; Osburn, Donald E.

Distance Learning Evaluation Study, Phase I. A Study of North Dakota and Missouri Schools Implementing German I by Satellite. Descriptive Statistical Report.

Mid-Continent Regional Educational Lab., Inc., Denver, Colo.

PUB DATE- 88

NOTE- 54p.; For Phase II, see ED 317 195.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Administrator Attitudes; Communications Satellites; Comparative Analysis; *Computer Assisted Instruction; Cost Effectiveness; *Distance Education; Parent Attitudes; Program Evaluation; *Program Implementation; Questionnaires; *Rural Schools; School Surveys; Secondary Education; Second Language Instruction; Student Attitudes; Tables (Data)

IDENTIFIERS- *German By Satellite; Oklahoma State University

This report is a preliminary analysis of data provided by the 7 North Dakota and 14 Missouri schools involved in the German I by Satellite Program during the 1987-88 school year. In May 1988 each of the 21 schools participated in the first phase of a comprehensive distance learning study, the purpose of which was to identify the factors associated with program success or failure. Questionnaires mailed to each district included those for: (1) the administrator responsible for initiating the program in the school; (2) the program coordinator; (3) each student enrolled in German I by Satellite; and (4) a parent of each enrolled student. In addition, students were given a standardized German test to be used as a relative measure of achievement against which input variables could then be measured. The report is intended to provide initial feedback to participating schools and other interested agencies and organizations. Data are presented in both narrative and tabular form throughout the report. (GL)

ED 319 383 IR 014 401

Images of Potential Report of a Working Conference of the Learning Tomorrow Project (Racine, Wisconsin, January 1989).

National Foundation for the Improvement of Education, Washington, D.C.

PUB DATE- 89
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Technology; Elementary Secondary Education; Employment Qualifications; Facility Planning; Futures (of Society); *Labor Needs; *Long Range Planning; Rural Schools; *Social Support Groups; *Urban Schools
IDENTIFIERS- *Learning Tomorrow Project; *Scenario Writing

In order to catalyze the exploration, planning, and implementation of successful technology integration into schools, the National Foundation for the Improvement of Education (NFIE) hosted Stage I of the national initiative, Learning Tomorrow, in January 1989. Thirty-eight professionals, including classroom teachers, school facilities designers, hardware and software producers, and futures researchers, convened in Racine, Wisconsin, for a 2-day working conference in which they developed scenarios of the learning environment with technology utilized to support education. Working in six teams, the participants produced scenarios distinguished by stage of student development and geographic context. The six scenarios included in this report describe learning environments in a rural elementary school, middle school, and high school, and in an urban (or suburban) elementary school, middle school, and high school. Among the issues discussed by the groups and addressed in the scenarios are the availability of family and social support structures, the nature of communities, the types of social and intellectual skills that students will require to be successful as adults, and the projected needs of the workforce. Appended is a glossary of terms used in the report. (GL)

DOCUMENT RESUME

ED 319 384 IR 014 403

Cheng, Chin-Chuan
Microcomputer-Based User Interface for Library Online Catalogue.
Illinois Univ., Urbana. Language Learning Lab.
REPORT NO.- LLL-T-8-85
PUB DATE- Oct 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Libraries; *Computer System Design; *Gateway Systems; Higher Education; Microcomputers; *Online Catalogs; *Online Searching; Search Strategies
IDENTIFIERS- Mainframe Computers; Natural Language Processing; University of Illinois; *User Cordial Interface

A microcomputer-based user interface was developed and programmed for the library computer systems at the University of Illinois. Designed to provide user-friendly access to the two components of the online catalog on the library's IBM 3081 mainframe computer, the interface program resides on the IBM PC and queries the user in natural written English. System search commands--which are different for the two components--are then formulated internally by the interface, relieving the user of having to learn two distinct command languages. This description of the interface outlines procedures for conducting author and title, title, author, call number, International Standard Book Number, International Standard Serial Number, and subject searches. The implementation and problems of screen layout, natural language queries, subject searches, and computer programming are discussed in detail. (GL)

Isonio, Steven; And Others
Microcomputers in Instruction, 1984-85 through 1987-88. Publication No. 538.
Los Angeles Unified School District, CA. Program Evaluation and Assessment Branch.
PUB DATE- Nov 89
NOTE- 139p.; For 1984-85 through 1986-87, see ED 304 098.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; *Computer Assisted Instruction; Elementary Secondary Education; *Longitudinal Studies; Magnet Schools; *Microcomputers; School Surveys; Special Education; *Use Studies

In October of the years 1984 through 1987, as part of the Annual School Program Survey, and primarily at the request of the Office of Instruction of the Los Angeles Unified School District (LAUSD), all elementary, secondary, and adult school principals were asked to provide information concerning computer usage at their schools. Results of the study indicate a significant increase in the number of microcomputers in the LAUSD, a trend which was reflected across all districts and at all levels. This produced a drop in the student per microcomputer ratio. However, because the extent to which individual computers are actually used varies, and because some units are used for office and administrative purposes, this finding should be interpreted with some care. Nevertheless, the variety of ways in which the computers are used also increased significantly. In particular, there appears to be a shift toward supplementing traditional applications such as computer programming and mathematics with uses that reinforce subject areas such as reading and language arts. Data on computers in the schools and computer applications are presented in 13 graphs and 64 tables, which are grouped by educational level and region. (2 references) (GL)

ED 319 386 IR 014 405

Bantz, David A.; And Others

Reviews of Instructional Software in Scholarly Journals: A Selected Bibliography.

Dartmouth Coll., Hanover, N.H.

PUB DATE- 12 Dec 89
NOTE- 24p.; Prepared at the request of the EDUCOM Software Initiative.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software Reviews; *Courseware; Higher Education

This bibliography lists reviews of more than 100 instructional software packages, which are arranged alphabetically by discipline. Information provided for each entry includes the topical emphasis, type of software (i.e., simulation, tutorial, analysis tool, test generator, database, writing tool, drill, plotting tool, videodisc), the journal citation of the review, the name and institutional affiliation of the author of the review, the length of the review, and the copyright-holding agency. Subject areas represented by the reviews include biology, chemistry, economics, education, engineering, English composition and literature, geology, history, foreign languages, mathematics, medicine, philosophy, physics, and psychology. (GL)

ED 319 387   IR 014 406

Technology & Access: The Electronic Doorway Library.
New York State Library, Albany. Div. of Library Development.
PUB DATE- 89
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Information; Computer Networks; Databases; *Library Automation; Library Cooperation; *Library Networks; *Library Services; Library Standards; Planning Commissions; *Program Implementation; *Shared Resources and Services; Statewide Planning
IDENTIFIERS- New York

Based in part on the work of three task forces, this report presents recommendations from the Phase II Statewide Automation Committee appointed in June 1987 to develop specific steps to implement the 20 recommendations in the library automation plan issued in May 1987, "Libraries and Technology: A Strategic Plan for the Use of Advanced Technologies for Library Resource Sharing in New York State." The steps are outlined under four headings: (1) steps requiring new funding levels acquired through new legislative initiatives; (2) steps to be carried out by the Library Development Division, other agencies, and the library community in programs and pilot projects funded primarily by present pools of state and Library Services and Construction Act (LSCA) Title III funds; (3) steps requiring changes or amendments to current Library Development Division regulations or guidelines; and (4) steps involving nonfinancial issues such as endorsement. Alternatives for two of the original recommendations are also described. The report includes: a list of the members of the Phase II Committee and the three task forces (the Criteria Task Force, the Linkage Standards Task Force, and the Telecommunications Task Force); and the complete text of the "Libraries and Technology" report. (GL)

ED 319 388 IR 014 407

Boland, Dorothy S.
Virginia Telemedia Systems for Administrative, Training and Educational Uses.
Virginia State Dept. of Information Technology, Richmond.
PUB DATE- Sep 88
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cable Television; *Communications Satellites; Guidelines; *Information Technology; Media Selection; Policy Formation; *Public Television; Radio; State Agencies; State Legislation; *Telecommunications; *Teleconferencing
IDENTIFIERS- Fiber Optics; *Slow Scan Television; Virginia

This report describes the telecommunications systems currently available in Virginia to deliver educational materials and conduct administrative meetings and training in a cost effective manner. Examples are provided of how state agencies and institutions in Virginia are using each of the technologies and the future potential of each system is considered. Guidelines are provided for determining which distribution technology to use to achieve a given purpose. Specific technologies described are audio teleconferencing; radio; slow scan television; public television stations; microwave and Instructional Television Fixed Service; cable television; satellites; and fiber optics. Appended are a teleconferencing growth chart; Department of Information Technology and Council on Information Management legislation; a policy statement on the acquisition of services, equipment, and facilities; radio, public television, microwave and satellite coverage maps; a state satellite downlink map; and a directory of Virginia Cooperative Extension Service downlinks. A glossary of terms used in the report is also provided. (GL)

Jensen, Jan; And Others
A.S.A.P. (As Soon As Possible). A Multitype Library Fax Consortium.
Jefferson County School District R-1, Denver, Colo.
PUB DATE- 88
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Consortia; Elementary Secondary Education; *Facsimile Transmission; Higher Education; *Information Transfer; Learning Resources Centers; *Library Collection Development; *Library Cooperation; *Library Equipment; *Library Networks; Public Libraries; Shared Resources and Services
This paper describes the equipment selection procedures, resource sharing agreements, serials directory information, and collection development activities of A.S.A.P. (As Soon As Possible), a school library-directed fax consortium in Colorado consisting of 14 high school library media centers, two alternative schools, two academic libraries, one public library branch, one special library, and one vocational school. (13 references) (GL)

ED 319 390 IR 014 411

Jensen, Jan
The Benefits of Telefacsimile for High School Library Media Centers.

Telefacsimile in Schools: Why Fax?
PUB DATE- Jun 89
NOTE- 13p.; Paper presented at the Technology in Education Conference (Aspen, CO, June 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Facsimile Transmission; High Schools; *Learning Resources Centers; *Library Collection Development; *Library Cooperation; *Library Services; School Libraries; Shared Resources and Services; *Telephone Communications Systems

The benefits for students, teachers, administrators, and library media specialists of telefacsimile use in high school library media centers are outlined. It is noted that students, including those with special needs, would benefit from the expanded information searches made possible by telefacsimile-facilitated interlibrary cooperation. The benefits noted for teachers and administrators include more efficient procedures for grant proposal submission and conference registration; enhanced access to district resources; and expanded links with publishers, vendors, foundations, and professional associations. Benefits noted for library media specialists include improvement of their responses to reference questions and serials requests, greater resource sharing options, and facilitation of cooperative planning for collection development. (2 references) (GL)

ED 319 391 IR 014 413

Wilson, Kathleen S.; Tally, William J.
The Palenque Project: A Process of Design and Development as Research in the Evolution of an Optical Disc Prototype for Children. Technical Report No. 47.
Bank Street Coll. of Education, New York, NY. Center for Children and Technology.
PUB DATE- Dec 87
NOTE- 15p.; For a related report, see IR 014 395.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Discovery Learning; Elementary Secondary Education; *Formative Evaluation; *Instructional Design; *Instructional Development; *Multimedia Instruction; Nontraditional Education; *Optical Disks; *Videodisks
IDENTIFIERS- Prototypes

This report describes the Palenque Project, a highly interactive, multimedia, optical disc research prototype which was developed for home use and tested by observing 25 children in the 9 to 14 year age range and their families and 8 12-year-olds in pairs. It is noted that the project was intended to create a rich, multimedia database environment for children and their families that would pique their curiosity and foster self-guided exploration, information seeking, and decision making as they explore a Mayan ruin in the Yucatan called Palenque. Following an overview of the project and a description of the design and development team, the report provides descriptions of: (1) the components of the prototype design; (2) the target audience and context for use; and (3) the two phases of design, development, and research which produced the preliminary and final prototypes. It is noted that the research and development project involved concurrent and iterative processes of design, research, production, and programming over the course of a 2-year time frame. It is further noted that since the final goal was to produce research prototypes rather than products, collective research efforts in the development of design conventions that reflected chosen pedagogical biases in content and theme development, interface design, production techniques, and technical implementation, were the essence of the project rather than by-products or activities conducted after product completion. (8 references) (GL)

ED 319 392 IR 014 414

Honey, Margaret A.

The Role of Formative Research in the Design of Educational Computer Software. Technical Report No. 49.

Bank Street Coll. of Education, New York, NY. Center for Children and Technology.

PUB DATE- Feb 90
NOTE- 10p.; A version of this paper was presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Case Studies; *Computer Assisted Instruction; *Courseware; Elementary Education; *Formative Evaluation; *Instructional Design; Mathematics Instruction

Noting that formative research on educational computer software has traditionally focused on comprehensibility, appeal, and usefulness, this report argues that these three elements tell us very little about the actual role that the formative researcher plays in the instructional design process. This paper outlines the complexity of the tasks and skills required in formative research by presenting a case study of the design of an educational computer program, "Maya Math," one of the classroom modules developed as part of the "Second Voyage of the Mimi" project at Bank Street College of Education. (GL)

ED 319 393 IR 014 415

Brunner, Cornelia

Designing INQUIRE. Technical Report No. 50.

Bank Street Coll. of Education, New York, NY. Center for Children and Technology.
PUB DATE- Feb 90
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Processes; *Computer Assisted Instruction; *Courseware; Elementary Education; Hypermedia; *Inquiry; *Instructional Design
IDENTIFIERS- Apple Macintosh; *HyperCard

This report discusses the design of the Macintosh version of INQUIRE, a software package developed to support the processes and activities of inquiry learning and teaching. It is noted that the design challenge was to encourage students to consider information from a variety of perspectives, to make and articulate conceptual connections between the ideas and facts they encounter, to enable them to play with information while learning to evaluate its validity and relevance, and to help them reflect about their own questions and learn something about the assumptions underlying their ideas and opinions. Included in the report are descriptions of the central metaphor guiding the design process; the software's basic structure; navigation and housekeeping tools; and procedures for researching students' own questions, writing text, drawing, recording numerical information, noting the sources of information, linking INQUIRE to a videodisk, analyzing information, and tracking student progress through the software. (GL)

ED 319 394 IR 014 420

Development Communication Report, 1989/1-4, Nos. 64-67.
Agency for International Development (Dept. of State), Washington, D.C. Clearinghouse on Development Communication.
SPONS. AGENCY- Agency for International Development (Dept. of State), Washington, D.C. Office of Science and Technology.
PUB DATE- 89
NOTE- 70p.; For 1988 issues, Nos. 60-63, see ED 309 744.
AVAILABLE FROM- Clearinghouse on Development Communication, 1815 North Fort Myers Dr., Suite 600, Arlington, VA 22209.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Development; *Developing Nations; *Development Communication; *Distance Education; *Educational Radio; Environmental Education; Foreign Countries; *Health Education; *Information Technology; Vocational Education
IDENTIFIERS- Interactive Radio

Four issues of this newsletter focus primarily on the use of communication technologies in developing nations to educate their people. The issues included in this collection are: (1) No. 64 (1989-1), which features reports on the use of local radio for development; (2) No. 65 (1989-2), which focuses on environmental education, and includes articles on grassroots communication in a tree-planting campaign in Mexico, television for environmental education in India, environmental education in Latin America, communication about the use of pesticides in Nicaragua, and a global report on population and environment; (3) No. 66 (1989-3), which includes articles on popular video for rural development in Peru, new tools for training at a distance, re-orienting artists and copywriters for producing visual communication materials for rural audiences, vocational training in Honduras, and the use of interactive radio to teach health in Bolivian elementary schools; and (4) No. 67 (1989-4), which addresses itself to the current use of information technology in development, and includes articles on desktop publishing in Honduras and computer programs to transmit data to policy makers. This issue also includes a subject index for issues 55 through 67. Reviews of recent publications and announcements of development-related conferences and courses are included in individual issues. (GL)

ED 319 395 IR 014 421

Tompkins, Katrina
A Bibliography of the Use of Video-Cassettes as a Teaching Medium in Higher Education.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- Dec 88
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Audiovisual Aids; *Case Studies; *Educational Research; Educational Technology; *Evaluation; Higher Education; Instructional Design; *Media Selection; *Videotape Recordings

This bibliography is divided into two major sections. The first contains a list of more than 100 titles of journal articles held as photocopies or on microfiche by the Open University. Categories are: research/evaluation, descriptive case studies, technological advances/reviews of current audiovisual technologies, and how to select/design video instruction. The list is in order of publication date. The second section contains ERIC abstracts of these articles, classified according to the same categories and arranged alphabetically within each category by author's name. Alphabetical lists of authors and journals in which the articles originally appeared are appended. (GL)

ED 319 396 IR 014 422

From Slates to Satellites. Report on Open Learning with New Technologies for Rural Communities.

New Zealand Dept. of Education, Wellington.

REPORT NO.- ISBN-0477-04874-9
PUB DATE- Dec 88

NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Audiotape Recordings; Computer Assisted Instruction; Costs; *Distance Education; Females; Foreign Countries; Higher Education; Instructional Development; Pilot Projects; Program Evaluation; *Rural Education; *Teleconferencing; *Videotape Recordings
IDENTIFIERS- New Zealand; Open Learning (New Zealand)

This report outlines the results of two technology-based open learning pilot projects which focused on 600 women living in rural areas of the Southland and Hauraki-Coromandel regions of New Zealand. The technologies used were computer-assisted instruction, teleconferencing, and audio- and videotape recordings. An outline of project steering committee responsibilities is followed by descriptions of project factors and parameters, project organization, project outcomes, and future challenges for planners of open learning systems. It is noted that, as a result of these projects, the steering committee concluded that successful open learning occurs when: (1) students decide where, when, and how they want their course structured; (2) the curriculum and course are sensitive to the needs of students; (3) the course is modularized so as to give flexibility to students and tutors; (4) students can select and use technologies to enhance their learning through a range of delivery systems and modes of learning; (5) training is provided for those who lead open learning with a distance learning component; and (6) cooperation exists between individuals, educational agencies, and providers. Appended include: a breakdown of pilot program costs, a directory of technology options for open learning and distance education, a list of project personnel, a summary of the students' evaluations, and a checklist of questions pertinent to the planning of open learning programs. (GL)

ED 319 397 IR 014 424

Long-Range Plan for Technology in Elementary and Secondary Education in New York State. Using Technology To Pursue Excellence in Schools.

New York State Education Dept., Albany. Office of Elementary and Secondary Education.

PUB DATE- Jan 90

NOTE- 68p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Computer Uses in Education; *Educational Planning; *Educational Technology; Elementary Secondary Education; *Equal Education; *Excellence in Education; *Long Range Planning; School Administration; Staff Development; State Departments of Education; Telecommunications

IDENTIFIERS- New York

The intent of this long-range plan is to provide direction for local, regional, and state level planning so that technology can be applied more effectively to enhance the teaching/learning environment and to improve the management of schools in the state of New York. The plan expands the statement of direction outlined in the "Statement of Strategic Direction for Computer Technology" (1984) to address instructional applications, instructional support, and management applications of technology in a more comprehensive manner. The major sections of the report include: (1) a description of existing programs utilizing educational technology throughout the state; (2) an outline of the 24 assumptions underlying the "Vision of the Future" paper which was presented to teachers, district superintendents, and superintendents of schools for evaluation in the summer of 1989; (3) a synthesis and reorganization of the "Vision" paper based upon the evaluation; (4) an outline of critical elements required to implement the dimensions of the paper; (5) a list of impediments to implementing the plan, as identified by reviewers of the earlier "Vision" paper; (6) a statement of four major action recommendations proposed for approval by the Board of Regents for implementing the plan; and (7) recommended options for implementing the plan. Appended is a list of the technology network ties policies for statewide information systems as adopted by the State Board of Regents in 1989. The rationale for each policy is included. (GL)

ED 319 398 IR 014 425

Janssens, D.; Jesse, A.

Micro-ISIS Training Course: Data Processing Principles and Applications. (Databases for Bibliographic Records and Serials, Training Material and Training Institutions, Addresses, and Registration of Mail).

International Labour Office, Geneva (Switzerland). Central Library and Documentation Branch.

REPORT NO.- ISBN-92-2-106962-1
PUB DATE- 89
NOTE- 167p.; Figure on page 135 is illegible due to extremely small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bibliographic Databases; *Computer Networks; *Databases; *Data Processing; Information Systems; *Information Transfer; Instructional Materials; *Library Automation; Microcomputers; Transparencies
IDENTIFIERS- *MicroISIS

This document contains a compilation of overhead projection sheets from an International Labour Office (ILO) Training Course in Micro-ISIS held in March 1988, augmented by explanatory text and applications to a wide variety of databases. It is designed both to provide a visual, didactic approach to Micro-ISIS, and to constitute a quick-reference guide to Micro-ISIS functions. It is noted that the material is to be used in conjunction with UNESCO's "CDS/ISIS Manual" (Mini-micro version, release 2.0). It is further noted that, although the material is designed for a course, it can also be used for self-study. The first part of the material describes the principles of Micro-ISIS and the processes of searching, printing, data entry, data definition, and data exchange. The second part presents applications such as a bibliographic and serials database for use by ILO External Offices and other institutions that intend to exchange information with ILO's LABORDOC database, databases for training material and institutions in the International Regional Training Information System (IRTIS), and databases to record addresses and incoming/outgoing mail. A bibliography of Micro-ISIS documentation, training material, and articles is provided. (GL)

DOCUMENT RESUME

ED 319 399 IR 014 427

Loop, Liza
The New Information Technology and the Education of Hispanics. The Promise and the Dilemma. Policy Pamphlet Series No. 1.
Tomas Rivera Center, Claremont, CA.
PUB DATE- 86
NOTE- 40p.; Includes a summary of the proceedings of a seminar, "The New Information Technology: The Promise and the Dilemma" (Claremont, CA, June 20-21, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Bilingual Education; Computer Assisted Instruction; *Cultural Differences; Elementary Secondary Education; Equal Education; Financial Support; *Hispanic Americans; *Information Technology; Language of Instruction; *Policy Formation; School Community Relationship; *Teacher Education

Intended as a tool to help bring the issue of technology and the education of Hispanic Americans to a practical and positive resolution, this pamphlet is divided into four sections. The first provides background information on and a summary of the proceedings of a one and one-half day seminar held in June 1986. The second section contains discussions of seven facts about and seven findings of research on educational technology and Hispanic Americans, including the role of technology in the schools; teacher preparedness for technology use and multicultural education; the need for equitable funding of educational technology programs for all groups; the danger of focusing on remediation rather than on high achievement; and the importance to Hispanic Americans of bilingual education, school-community linkages, and increased functional and physical access to computers. These discussions lay the groundwork for the third section, which contains suggested policy statements for use in establishing school or organizational policy as well as for use in publications and in meetings. These statements correspond to the following areas: (1) language and culture; (2) the community-classroom connection; (3) training of educators; (4) fiscal responsibility; (5) attitudes toward technology; and (6) access to computing. The final section provides the names and addresses of seminar participants and Tomas Rivera Center scholars. (GL)

ED 319 400 IR 014 429

Nelson, John E.
An Overview of Design, Implementation, and Transfer Considerations for the International Use of Instructional Video.
PUB DATE- 25 Oct 89
NOTE- 7p.; Paper presented at the International Symposium on the Use of Broadcasting in Education (Hiroshima, Japan, October 25, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; Broadcast Television; Cable Television; Communications Satellites; *Cultural Context; *Developing Nations; Educational Media; Foreign Countries; Formative Evaluation; *Instructional Design; Instructional Development; *Media Adaptation; Teacher Role; *Technology Transfer; *Videotape Recordings
IDENTIFIERS- Microwave Technology

The first of five sections in this paper describes the role of the Agency for Instructional Technology (AIT) in the formation of consortia for the development of curricula and the production of learning materials using electronic technologies in the United States and Canada. The processes of instructional design and formative evaluation adopted by AIT are outlined in the second section. It is noted that programs such as "MATH WORKS" developed by the agency emphasize higher-order cognitive skills and incorporate the learning principles of active participation, sequencing, chunking, and congruency. Formative evaluation is described as a process which focuses on the four criteria of student attention, student comprehension, the nature of classroom interaction, and the appeal of the lesson to students and teachers. Noting that final responsibility for the use of video technology rests with the teacher, the third section describes the features of AIT video programs that make them especially appealing to teachers. The fourth section briefly reviews alternative delivery systems, including broadcast and cable television, microwave, satellite, and videocassette, and presents reasons for the particular success of videocassette recordings. Finally, consideration is given to the cross-cultural adaptation of instructional materials originally developed for U.S. and Canadian schools. (4 references) (GL)

ED 319 401 IR 014 430

Payer, Elizabeth

Reflections on Collaboration in the Office of Educational Research and Improvement. Background Paper.

Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 1 May 89
NOTE- 19p.; Paper prepared for a Symposium on Collaboration as a Special Component of OERI (Washington, DC, May 9, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Federal Programs; *Information Dissemination; *Institutional Cooperation; *Policy Formation; Public Agencies; *Research Administration; *Research and Development; *Research Coordinating Units; Shared Resources and Services

This paper builds upon the accomplishments of the Work Group on Office of Educational Research and Improvement (OERI) Collaboration, established during the summer of 1988, which was charged with proposing strategies for strengthening the educational research, development, and dissemination system by increasing cooperation and collaboration among the major institutional projects funded by OERI. A review of the history of coordination and collaboration of research, development, and dissemination activities as a public policy concern is followed by a discussion of the rationale for institutional collaboration. General issues surrounding the concept of collaboration (including goals, organizational issues, procedures, and resources) are outlined, and policy questions associated with these issues are posed. An examination follows of how and under what circumstances OERI units and OERI-funded institutional projects might collaborate. The paper concludes with five general recommendations designed to stimulate further discussion on the specifics of future OERI collaboration endeavors. (16 references) (GL)

ED 319 402 IR 014 431

Holznagel, Donald C.; Olson, Thomas
A Study of Distance Education Policies in State Education Agencies.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- 2 Jan 90
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Agency Cooperation; Cooperative Planning; Course Evaluation; *Distance Education; *Educational Policy; Elementary Secondary Education; *Federal State Relationship; Financial Support; Government Role; Staff Development; *State Departments of Education; *State Standards; Surveys; Teacher Certification; Teacher Evaluation

This study identifies the current status of state policies on distance education in a sample of states and identifies changes in federal, state, and local roles in developing policies that may encourage more efficient and effective use of technology for distance learning. The study identifies and analyzes policies in key areas which are now, or are likely in the future, to inhibit the use of distance education techniques by school districts attempting to solve instructional problems. Such areas include certification, training, evaluation, planning, and funding. A discussion of the implications of the study findings for federal policy concludes the report, and references to eight reports on distance education and eight state-wide plans are provided. (GL)

ED 319 403 IR 014 432

Glowacki, Margaret L.; And Others
A Survey of University Students' Behavior, Knowledge, and Opinions Regarding Unauthorized Copies of Computer Software.
PUB DATE- Nov 88
NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 9-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Computer Software; *Copyrights; Higher Education; Knowledge Level; *Legal Responsibility; Microcomputers; Questionnaires; Student Attitudes; Student Behavior
IDENTIFIERS- *Computer Piracy; *Copyright Compliance

The purpose of this study was to determine the nature and extent of unauthorized copying of microcomputer software by university students. The sample consisted of 392 university students ranging in age from 18 to 35. A survey instrument administered to all students contained 20 Likert-type questions designed to gather data on students' behavior, how they perceived the behavior of others, anticipated behavior, and opinions about unauthorized copying of software; demographic data, including age, sex, class standing, major, and employment status; and dichotomous questions about computer ownership, computer use, and knowledge of laws concerning unauthorized copying of computer software. Responses were analyzed using the Statistical Analysis System. Frequency of response and percentages were examined for each item, and the Chi-Square Test of Independence was used as a test of statistical significance. Findings indicate that unauthorized copying of software is occurring for this sample of students, but, due to the fact that random sampling was not used, the results can be inferred only to the group sampled. It is intended that this study be used as a preliminary study, and that further studies will be conducted to determine if unauthorized copying is occurring at other universities and colleges. Demographic data and responses to the dichotomous and Likert-type questions are presented in six tables. (7 references) (GL)

ED 319 404 IR 014 601

Newman, Denis

Formative Experiments on Technologies That Change the Organization of Instruction.

PUB DATE- Mar 89
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 30-April 2, 1989).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); Educational Innovation; *Evaluation Problems; Expert Systems; *Field Tests; *Formative Evaluation; *Instructional Development; Local Area Networks; Postsecondary Education; Secondary Education; Technical Education; *Technology Transfer
IDENTIFIERS- *Appropriation; Formative Experiments

When new educational technology is put into actual use, new ways of using the technology and new ways of organizing instruction can emerge. A critical feature of formative research conducted in actual settings is that the organization of instruction can change as the educational environment appropriates the technology to its own goals. Thus, the task of design goes beyond the design of the technology to consider how the new goals can enter the technology-environment system. The formative experiment is a method by which changes in goals and uses that occur when a new piece of technology becomes part of an educational environment can be tracked. The theoretical basis for this method is appropriation, in which the teacher appropriates the students' actions into her own way of understanding the task, finds a way for students to play at least a minimal role in its accomplishment, and gives feedback in terms of the expert understanding of the task. Specific examples illustrating the method's application include a Local Area Network environment designed for collaborative school work and intelligent instructional systems for use in training specific technical tasks. (34 references) (GL)

ED 319 405 IR 053 155

Information Sources on Scientific Research Related to the Preservation of Books, Paper, and Adhesives. Directory.
Commission on Preservation and Access, Washington, DC.
PUB DATE- Mar 90
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adhesives; *Archives; *Library Materials; *Library Technical Processes; Paper (Material)
IDENTIFIERS- Book Preservation; *Deterioration (Books); *Library

Materials Conservation; Library of Congress; Mold

Produced as part of an effort by the Commission on Preservation and Access to assist with the formation of a preservation research agenda, this report contains: (1) a directory of laboratories and organizations working in the four specific areas of concern in preservation--books, paper, adhesives, and mold; (2) directories of indexes, abstracts, and databases which provide information on materials conservation; (3) publications and newsletters concerned with preservation research; and (4) the paper, "Preservation Research at the Library of Congress: Recent Progress and Future Trends" (Chandru J. Shahani). (GL)

ED 319 406 IR 053 156

Wardell, David
Education--An Annotated Bibliography of Current Issues,
July-September, 1989.
PUB DATE- 89
NOTE- 124p.; For the April-June 1989 bibliography, see ED 311 926.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Comparative Education;
*Current Events; *Educational Practices; *Educational Trends;
Elementary Secondary Education; Ethnic Groups; Foreign Countries;
Higher Education; International Studies; National Programs; Student
Exchange Programs
IDENTIFIERS- *Japan; United States

This annotated bibliography of newspaper and magazine articles on a wide variety of topics in education includes entries from the following publications: "Asahi Evening News," "Asian Wall Street Journal," "Daily Yomiuri," "International Herald Tribune," "Japan Times," "Mainichi Daily News," "The Palm Beach Post," "Time," "USA Today," and "WorldPaper." An index of names, institutions, and major terms is provided. (GL)

Townley, Charles

Handbook for Local Coordinators: Value-Added, Compact Disk, Union Catalog Test Phase.

Associated Coll. Libraries of Central Pennsylvania, Middletown.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 9 Feb 90
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Bibliographic Databases; *College Libraries; Higher Education; Library Networks; *Online Catalogs; *Optical Disks; Pilot Projects; *Research Libraries; *Union Catalogs

In 1988, the Associated College Libraries of Central Pennsylvania received a grant to create a value-added, compact disk, union catalog from the U.S. Department of Education's College Library Technology and Cooperative Grants Program, Title II of the Higher Education Act. Designed to contain, in time, 2,000,830 records from 17 member library databases, the union catalog has been designed to provide virtual research library resources for faculty, students, and staff at participating institutions. The purpose of this user's manual is to provide guidance for local coordinators and individual members during the test phase of catalog development. The manual includes information on the project; project objectives; a description of the test phase; descriptions of processes and procedures to be carried out during the test phase, including product performance, user evaluation, interlibrary loan, and reciprocal borrowing procedures, and strategies for public relations and user education; and forms to be used during the test period. (Author/GL)

ED 319 408 IR 053 160

Mathews, Virginia H.; And Others

Kids Need Libraries: School and Public Libraries Preparing the Youth of Today for the World of Tomorrow.

PUB DATE- 6 Feb 90
NOTE- 14p.; White House Conference on Library and Information Services Background Paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Information; Check Lists; Critical Thinking; Elementary Secondary Education; Information Retrieval; *Learning Resources Centers; *Library Services; Lifelong Learning; *Literacy; Media Specialists; Needs Assessment; *Public Libraries; *User Needs (Information)

This paper argues that school and public libraries and librarians have not reached their potential as powerful catalysts in helping youth face the challenges of the twenty-first century. The first of four sections outlines potential responses of libraries to a number of students' needs, including the ability to locate and use information, preparation to use present-day technology, equal access to the marketplace of ideas and information, the ability to think critically in order to solve problems, the ability to communicate effectively, preparation to live in a multicultural world, and the desire to become lifelong learners. The second section reviews the current status of the nation's libraries--elementary school, middle school, and high school, as well as public libraries--noting that present library resources, staffing, and facilities are not satisfactory for meeting students' needs. A state and local checklist is provided in the third section for assessing what libraries need in the way of staffing, resources, and facilities in order to serve young people. Finally, the fourth section lists 12 proposals recommended for action at the Second White House Conference on Library and Information Service. (GL)

ED 319 409 IR 053 161

Babanoury, Betty
Lekotek Center. Check This Out Series.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- LP-90-753
PUB DATE- Jan 90
NOTE- 4p.
AVAILABLE FROM- Office of Library Programs, 555 New Jersey Avenue, NW, Washington, DC 20208-5571 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Childrens Games; *Childrens Libraries; *Disabilities; Preschool Education; Program Evaluation; Public Libraries; *Resource Centers; *Toys
IDENTIFIERS- Galesburg Public Library IL; Higher Education Act Title II; *Lekotek Method; Library Services and Construction Act

Noting that Lekotek means "play library" in Swedish, this brief report describes the Lekotek Center, a resource and support center for the parents of disabled children under the age of five, which is affiliated with the Galesburg (Illinois) Public Library. Background on the Lekotek organization, whose goal is to integrate children with disabilities into the mainstream of society, is followed by a description of its audience and the need for its services, i.e., providing a toy, game, and book-lending library for children up to five years old. Activities funded through the Library Services and Construction Act (LSCA) and Title II of the Higher Education Act (finding an adaptive toy maker, training staff in the Lekotek method, and conducting public awareness activities) are described, and a summary of the project's budget for fiscal year 1987 is provided. The results of a first-year survey of families participating in the program are reported. Finally, instructions are provided for obtaining further information about Lekotek and the Galesburg Public Library Lekotek project. (GL)

ED 319 410 IR 053 162

Huttemann, Lutz, Ed.
Librarianship and Documentation Studies: A Handbook of Teaching and Learning Materials. Volume 3.
German Foundation for International Development, Bonn (West Germany).
REPORT NO.- DOK-1310-C/a
PUB DATE- Oct 87
NOTE- 88p.; For Volumes 1 and 2, see ED 269 039 and ED 279 337.
AVAILABLE FROM- DSE Bonn, Publications Section, Postfach 300 380, D-5300 Bonn 3, Federal Republic of Germany.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Developing Nations; Elementary Secondary Education; Foreign Countries; *Library Automation; *Library Instruction; Media Specialists; Nonprint Media; *Online Systems; *School Libraries; *User Needs (Information); Users (Information)
IDENTIFIERS- *Kenya

The third volume of this handbook for professionals in librarianship, archival studies, and information science in Eastern and Southern Africa focuses on the user of information and documentation establishments in Kenya. The six papers included in this collection are: (1) "The Online User in a Developing Country: The Case of Kenya" (S. Ouma); (2) "Effects of Library Automation on Library Users" (M. A. W. Muiruri); (3) "The Role of a School Library and Its Applicability in Developing Countries: The Case for Kenya" (J. N. Otike); (4) "How Non-Book Materials Can Enhance User Education" (M. N. Mathu); (5) "User Studies: How To Identify Potential and Actual User Needs" (K. J. Mchombu); and (6) "Information and Users: How To Bring Them Together--The Intermediary Role of the Professional" (J. M. Ng'ang'a). References are included in each of the six papers, and two appendixes present a description of a news magazine, "Information Trends," and a list of 14 reports from the German Foundation for International Development. (GL)

Musana, A., Ed.; And Others
Management of Information Services. Reports and Papers of a Training Course (Arusha, Tanzania, April 11-22, 1988).
German Foundation for International Development, Bonn (West Germany).
REPORT NO.- DOK-1498-A/a
PUB DATE- Dec 88
NOTE- 146p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abstracting; *Administration; Budgeting; *Cataloging; *Communication Skills; Foreign Countries; Higher Education; Indexing; Information Retrieval; *Information Services; *Library Collection Development; Library Education; Library Equipment; *Library Instruction; Media Specialists; User Needs (Information)
IDENTIFIERS- Africa (East); Africa (South)

These reports and papers from a training course which brought together information services professionals from Uganda, Tanzania, Kenya, the Sudan, Ethiopia, Malawi, Zambia, Zimbabwe, Lesotho, Botswana, and Swaziland address the following topics: (1) information systems analysis; (2) the state of the art in bibliographic control in Eastern and Southern Africa; (3) collection development; (4) descriptive cataloging; (5) information retrieval systems (with special reference to indexing); (6) abstracts and abstracting; (7) user education; (8) current awareness services and selective dissemination of information; (9) effective communication skills for librarians; (10) user needs analysis; (11) the role of librarians in research; (12) research methodology; (13) library equipment requirements; (14) budgeting and budgetary control; (15) an overview of the National Information Service initiative; and (16) a description of the Kagera Basin Organization (KBO) Documentation Center. Appended are action plans for developing national information systems in Uganda and Tanzania, lists of course participants and resource persons, and the course schedule. (GL)

ED 319 412 IR 053 164

Belkin, N. J.
On the Nature and Function of Explanation in Intelligent Information Retrieval.
PUB DATE- 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Expert Systems; *Information Retrieval; *Man Machine Systems; Models; *Online Searching; *Search Strategies
IDENTIFIERS- *Explanations

This paper discusses the complexity of explanation activity in human-human goal-directed dialogue and suggests that this complexity ought to be taken into account in the design of explanation in human-computer interaction. A general model of clarity in human-computer systems is proposed, incorporating explanation as one component. On the basis of this model, a model of human-intermediary interaction in the document retrieval situation which emphasizes cooperative model-building for the purpose of developing an appropriate search formulation, and the results of empirical observation of human user/human intermediary interaction in information systems, a model is proposed for explanation by the computer intermediary in information retrieval. (22 references) (Author/GL)

ED 319 413 IR 053 165

Rothlisberg, Allen P.
Your Library Dream Can Become a Reality Too: The Clay Springs, Arizona, Story.

PUB DATE- 28 Nov 89
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Cooperation; *Fund Raising; *Library Development; *Library Education; Library Personnel; Library Services; Public Libraries; *Rural Areas; *School Community Relationship; Two Year Colleges
IDENTIFIERS- *Northland Pioneer College AZ

This paper describes the development of a public library in Clay Springs, a rural community in Navajo County in northeastern Arizona, with neither financial support from taxes (the town is not incorporated and there is no county library) nor the services of a professional librarian. Descriptions are included of: (1) activities that promoted community awareness of the need for improved library services; (2) activities that raised funds to renovate an existing facility when the library had to move out of the school building to make space for a kindergarten; and (3) the on-going relationship between Clay Springs and the Department of Library/Media Services at Northland Pioneer College, which conducts on-site seminars and workshops to help the community's residents keep abreast of current trends in providing library services in small rural communities. (GL)

ED 319 414 IR 053 166

Preston, Nancy R., Comp.
Library and Information Services for Democracy. A Select ERIC Bibliography Prepared on a Theme of the 1991 White House Conference on Library and Information Services. ERIC/IR Mini-Bib.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 90
NOTE- 4p.
CONTRACT- RI88062008
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts; please include stamped, self-addressed envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Access to Information; Annotated Bibliographies; *Democracy; *Freedom of Information; Information Needs; *Information Services; *Library Role; *Library Services
IDENTIFIERS- *Information Policy; Information Society; White House Conference Library Info Services

Documents and journal articles featured in this nine-item annotated bibliography concern information as a critical resource in a democratic society and the role of the library and information services in ensuring access to information, especially that which is government produced. Citations were selected through a computer search of the Educational Resources Information Center (ERIC) database. (GL)

DOCUMENT RESUME

JC

ED 319 415 JC 900 085

Mentoring in 2 + 2 Programs: LISD/ACC 2 + 2 Articulation Project.

Center for Occupational Research and Development, Inc., Waco, Tex.

PUB DATE- 29 Mar 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Articulation (Education); Community Colleges; Education Work Relationship; High Risk Students; *Mentors; Program Design; Program Development; Program Implementation; *Role Models; *School Business Relationship; *Technical Education; Two Year Colleges

The role of mentoring in the 2 + 2 Instrumentation and Control (I&C) articulation project between the Leander Independent School District (LISD) and Austin Community College (ACC) is discussed in this document. Following a brief history of the origin and function of the mentor, the paper explains the need for the mentoring system in the I&C curriculum, particularly to help at-risk students, females, and four-year college aspirants to adjust to the idea of pursuing a two-year technical degree. After defining the purpose and systems approach of the mentoring program, the paper lists the goals established for program mentors, including: (1) introduce students to advanced-technology workplaces and likewise visit the classroom; (2) help students see the value of setting goals; (3) orient students to the variety of technical jobs and levels of employment in the mentor's workplace; and (4) serve as a role model, counselor, friend, guide, and, possible, adjunct faculty member, tutor, or advisor. Next, each step of the mentoring process is described, highlighting the activities and tasks to be completed during the year in which the students choose the I&C curriculum, the two remaining years of high school, and the two years at ACC. A brief description of the benefits of mentoring, both from the business perspective and for the individual mentors, is offered next. The final section outlines a process for planning future mentoring projects, including a series of questions designed to be asked about mentoring programs in general. (JMC)

ED 319 416 JC 900 183

Statistical Profile of Two-Year College Education in West Virginia, 1987-1988.

West Virginia Board of Regents, Charleston.

PUB DATE- 88
NOTE- 86p.; School Locations Map will be difficult to read.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Attendance; *College Faculty; Community Colleges; Degrees (Academic); *Educational Finance; *Enrollment; Enrollment Rate; Expenditures; Females; Full Time Equivalency; In State Students; Males; Operating Expenses; Out of State Students; *Private Colleges; *Public Colleges; State Surveys; Teacher Characteristics; Teacher Salaries; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *West Virginia

This profile of two-year college education in West Virginia (WV) contains statistics on enrollments, degrees conferred, faculty characteristics, and finances for the state's three community colleges, one two-year branch campus, and one private two-year college. After listing the five colleges and providing a map of their locations, chpater 1 presents the following data for each institution: credit headcount enrollment (CHE), fall 1979 to fall 1988; full-time equivalent (FTE) enrollments, fall 1979 to fall 1988; FTE enrollment and headcount, spring 1983 to spring 1989; FTE enrollment and headcount, summer 1982 to summer 1988; regular student fees per semester for 1977 to 1988; CHE by level and residence, and by level and sex, fall 1987; FTE by student level and course taxonomy and level for summer, fall, and spring 1987-88 and for summer, fall, and spring 1988-89; and CHE by level, sex, residence, attendance status, and age distribution for fall 1988. Chapter 2 lists the programs and degrees offered; total degrees conferred from 1977 to 1988; and total degrees conferred by level of degree, control of institution, and academic area of study for 1987-88. Chapter 3 focuses on faculty characteristics, including highest degree held by full- and part-time faculty; average salaries by assignment and rank; academic rank of full-time faculty for fall 1988; age of full- and part-time faculty for fall 1988; tenure in teaching and other functions; FTE teaching faculty, salary, and average FTE salary; and a breakdown of full-time faculty for four institutions. Finally, chapter 4 provides data on revenues and expenditures. (VVC)

ED 319 417 JC 900 207

Statistical Supplement to the Annual Status Report on Texas Community Junior Colleges and Technical Institutes, 1989. Fiscal Year 1989, September 1, 1988-August 31, 1989.

Texas Higher Education Coordinating Board, Austin.

PUB DATE- 89
NOTE- 108p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; College Programs; Community Colleges; Educational Facilities; Educational Finance; *Enrollment; Higher Education; Postsecondary Education; Private Colleges; Space Utilization; *State Aid; State Surveys; Student Characteristics; Student Financial Aid; Teacher Characteristics; Teacher Salaries; Teacher Student Ratio; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Texas

This statistical supplement contains information on student enrollments, faculty, semester credit hours, physical facilities, appropriations, and student loan and grant programs for Texas community junior colleges and technical institutes. The enrollment section provides a 5-year summary of headcount enrollments for 1984 to 1988 for all segments of higher education in Texas and enrollment totals by institution for the state's two-year colleges. Next, fall 1988 headcount enrollments are reported by ethnic origin, sex, and class standing. The final tables in this section present enrollments by resident/non-resident status and by county and state of origin. The section containing faculty data provides statistics by rank, ethnicity, and sex, and includes full-time faculty salaries. The next section breaks down semester credit hour enrollments by program for fall 1988. The fourth section focuses on physical plant, detailing investments and net assignable facilities space by function. In the next section, legislative appropriations for fiscal years 1990 and 1991 are presented by college. Finally, the numbers of financial aid awards, grants, and scholarships are reported by number of institutions, students, and amounts. (VVC)

ED 319 418 JC 900 247

The FACET Report. Toward 2001: An Odyssey of Excellence.
Saint Petersburg Junior Coll., Fla.
PUB DATE- Apr 90
NOTE- 30p.; Prepared by the Focus on Access, Community, and Excellence in Teaching (FACET) Commission.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Programs; Community Colleges; *Educational Quality; Excellence in Education; *Faculty Development; *Faculty Evaluation; *Faculty Recruitment; Long Range Planning; *Organizational Objectives; Personnel Evaluation; Program Development; *School Effectiveness; Staff Development; Teacher Effectiveness; Teacher Improvement; Teacher Orientation; Teacher Salaries; Teacher Selection; Two Year Colleges

In 1989, the Focus on Access, Community, and Excellence in Teaching (FACET) Commission was created at St. Petersburg Junior College (SPJC) to develop recommendations to guide the college into the 21st century. The Commission's work plan included the definition of SPJC's educational standards; open hearings to solicit ideas from students, faculty, alumni, administration, staff, and community; and the exploration of ways to enrich teaching effectiveness. The investigation of the college's institutional values concluded that, above all, SPJC exists to serve students and to provide educational opportunities for its multicultural community. Guiding principles developed for the college underscored the value of people, academic excellence, partnerships, innovation and creativity, and leadership. The Commission's findings with respect to employee selection, orientation, and evaluation; pay and professional recognition; faculty and staff development; and organization and program development resulted in a series of recommendations for improvement. Selected recommendations stressed that: (1) selection processes ensure that candidates understand and support SPJC's mission; (2) orientation procedures be expanded; (3) evaluation focus on both appraising and improving performance; (4) a faculty ranking system be established based on performance, longevity, credentials, and service; (5) outstanding achievement be recognized and rewarded; (6) a long-range plan for faculty and staff development be developed; and (7) SPJC continue to focus on student success and minority achievement, and implement new efforts in the areas of applied ethics and workforce literacy. A discussion of the characteristics of an excellent community college is attached. (WJT)

ED 319 419 JC 900 248

Mellander, Gustavo A.; Hubbard, Gary
Drug Abuse: A Community College Response.
West Valley-Mission Community Coll. District, Saratoga, CA.
PUB DATE- 90
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Ancillary School Services; Community Colleges; Community Services; Correctional Education; Crisis Intervention; *Drug Abuse; *Drug Education; Program Content; Program Development; Program Implementation; *School Community Relationship; Two Year Colleges; *Youth Programs

In 1985, the Chancellor of West Valley College met with California Attorney General John Van De Kamp to explore methods by which the community college district could respond to the growing problem of drug abuse. The first step was the establishment of a 15-hour, fee-supported class on drug and alcohol abuse education for adult offenders at the local county probation department. This was followed by the development of a drug diversion/education program for youths and their families. The goal of the youth program was to create a cost-effective intervention model appropriate for all socioeconomic levels of Santa Clara County, employing staff qualified to provide legal, drug-related, and psychosocial knowledge, and able to deal with the greater problem of family dysfunction. A survey of the most visible and respected county agencies serving youth involved in alcohol and drug abuse was conducted to determine necessary components of the program. The college ultimately implemented a 12-hour program focusing on drug pharmacology, group counseling, the criminal justice system, family communication, refusal skills, values clarification, and self-esteem. It also includes one unit of instruction for parents. Adolescents were directly referred from the Santa Clara County Probation Department, junior and senior high schools, churches, and police departments, and no adolescent could attend the program without at least one parent. Instruction emphasized class participation in an informal, non-threatening way to maximize involvement, and several films were used. Though no statistical data were available to indicate the success of the program, both parents and adolescents expressed gratitude and hope for the future after completing the program. Appendixes include a list of suggested steps for the development of similar programs and an administrative summary of the program. (JMC)

ED 319 420 JC 900 249

Head, Ronald B.

The Academic Performance of PVCC Transfers to Virginia Public Senior Institutions of Higher Education (1988-89).

Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.

REPORT NO.- PVCC-RR-3-90
PUB DATE- May 90
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Colleges; *College Transfer Students; Community Colleges; Enrollment Trends; Followup Studies; *Grade Point Average; Higher Education; Two Year Colleges; *Two Year College Students; Universities

Following a 1988-89 legislative mandate that required public four-year colleges and universities in Virginia to report the academic progress of community college transfer students, seven senior institutions submitted data to Piedmont Virginia Community College (PVCC) on the progress of PVCC transfer students. The data provided, however, were inconsistent, with only five of the colleges supplying student-identifiable data and no agreement existing among the colleges as to what exactly constituted a transfer student. According to the submitted data, 131 PVCC students transferred to one of the following senior institutions: James Madison University (JMU); Longwood College (LC); Radford University (RU); Old Dominion University (ODU); the University of Virginia (UV); Virginia Commonwealth University (VCU); and Virginia Polytechnic Institute and State University (VPISU). Information provided by the colleges revealed the following: (1) PVCC transfer students performed as well as all students at public senior institutions in Virginia; (2) 85% of all transfers enrolled at UV or JMU; (3) the average grade point average (GPA) of PVCC transfers to UV (3.003) was slightly higher than the average GPA of all UV students (2.953); (4) PVCC transfers performed as well as all students at LC, ODU, and RU, but not as well as all students at VCU or VPISU; (5) for all PVCC transfers, the average GPA was 2.745, and over one-third had GPA's between 3.0 and 4.0; and (6) PVCC students transferring 50 or more credits performed slightly better at senior institutions than those transferrring less than 50 credits. (VVC)

ED 319 421 JC 900 251

Mercado, Olivia; And Others

Successful Teaching Strategies: Instruction for Black and Hispanic Students in the California Community Colleges.

California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Apr 88
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Education; *Black Students; Cognitive Style; Community Colleges; Educational Trends; Enrollment Trends; High Risk Students; *Hispanic Americans; *Mexican American Education; Nontraditional Students; School Effectiveness; School Holding Power; Student Attrition; Teacher Effectiveness; Two Year Colleges
IDENTIFIERS- *California

In response to the growing concern over the significant underrepresentation, underpreparation, and enrollment decline of minority students, the chancellor's office of the California Community Colleges prepared this report to identify community college instructional programs designed specifically for Blacks and Hispanics. Sections 1 through 3 provide background on the report, discuss the problems of underrepresentation and underpreparation, and review the literature on nontraditional students. Section 4 presents citations to relevant ERIC documents, including descriptions of instructional approaches, college self-studies, re-entry programs, transfer programs, partnerships, English as a Second Language, bilingual/bicultural programs, ethnic studies, and career education. This section also includes brief descriptions of programs identified through a survey of the chief instructional officers of each California community college, and more detailed descriptions based on site visits to selected community colleges that offered potential model programs. Section 5 contains a summary of findings with respect to the thrust of programs in other states, ethnic studies programs, support services programs, and the characteristics of current California community college programs. This section indicates that there was one program that specifically targeted Blacks and two that targeted Hispanics. The programs for Hispanics shared the following characteristics: (1) program instructors were selected based on classroom success with students; (2) instructors believed in the Hispanic student's ability to learn; (3) instructors were able to motivate students; (4) instructors demonstrated concern for the individual student; and (5) instructors were willing to work extra hours. Finally, section 6 presents conclusions, discussing the limitations of basic skills programs and the need for instructional alternatives. A 38-source bibliography is attached. (WJT)

ED 319 422 JC 900 256

Moreno, Gil
Projected Future Costs of AB123.
Rancho Santiago Community Coll., Santa Ana, Calif.
PUB DATE- 28 Mar 90
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Educational Finance; Educational Legislation; Long Range Planning; *Prediction; Predictive Measurement; *Retirement Benefits; *School District Spending; Tables (Data); *Teacher Retirement; Two Year Colleges

A projection is provided of the Rancho Santiago Community College District's estimated future marginal costs of classroom teachers who, pursuant to California Assembly Bill 123, may retire using their highest 12 consecutive months' salary rather than the average of the 3 highest consecutive years as their final compensation. The projection was derived based on the following procedures: a review of AB123; a review of the current retirement benefits of the State Teachers Retirement System (STRS); the computation of STRS retirement benefits using both the 3-year average and the highest 12 consecutive months as final compensation; the computation of the marginal costs; and the computation of the present value of the marginal costs. The present values were computed only for a 26-year life expectancy after retirement, in keeping with the mortality data used by STRS. Neither the 2% compound cost of living allowance, the administrative costs, nor the quarterly supplemental benefits were included in the findings. The projections assumed that only one faculty member would retire in each year. Findings of the study indicated that the marginal cost--the difference between the 3-year average and the highest year salary--was the variable which had the most significant impact on future costs. The estimated total costs per year, valued at the rate of 6%, ranged from $25,369 in 1990 to $42,017 in 2010. It was recommended that the projected amount for each year should be deposited at the beginning of that year in a trust fund that earned interest at the rate of 6% for a period of 26 years. Appendixes provide study findings in tabular form and the text of Assembly Bill 123. (JMC)

ED 319 423 JC 900 257

Malm, Linda
Leadership Practice: How I Raised One Hundred Thousand Dollars This Year with No Fund Raising Experience.
PUB DATE- May 90
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Corporate Support; *Fund Raising; Grants; Participative Decision Making; Personal Narratives; *Private Financial Support; *School Business Relationship; *School Community Relationship; School Funds; Two Year Colleges

In one year, with no prior experience, the Chair of the Art Department at a large community college raised over $100,000 to help the department expand its programs and to build relationships within the school and community. The motivation behind the $100,000 fund-raising goal came from the chairperson's desire to develop her leadership skills. The first sum of money, $7,500, was donated by an Art Alliance group to initiate, at the faculty's request, a one-day artist-in-residence program featuring younger and mid-career artists. The next $22,000 came from a commercial developer who was interested in a mural project for a construction site. The developer purchased a construction mural that had been done earlier in a similar project for a non-profit organization.

The project resulted in good art, television and newspaper coverage, and new relationships within the public and private sectors. Finally, $75,000 was raised for the college's sculpture garden. This project was perceived as part of the college's mission and goals and the donation came from extensive dealings with a single donor. These experiences exemplify five principles relevant to the professional person interested in volunteer fund raising: (1) be an innovative leader, but work within the context of the mission and goals of the college; (2) keep ego out of the fund-raising efforts, but keep passion for the project apparent; (3) relate to potential donors, do not pontificate; (4) choose projects carefully and follow through; and (5) do not be afraid to try fund raising, in spite of inexperience. (VVC)

ED 319 424 JC 900 262

Sullivan, Leila Gonzalez, Ed.
1990 Journal of the American Association of Women in Community and Junior Colleges.
American Association of Community and Junior Colleges, Washington, D.C. American Association of Women in Community and Junior Colleges.
PUB DATE- 90
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Case Studies; Classroom Environment; Community Colleges; *Females; Homosexuality; *Leadership Styles; *Nontraditional Occupations; Role of Education; Sex Bias; *Sex Discrimination; Social Attitudes; Two Year Colleges; Women Faculty; Womens Studies

Designed as a forum for research and discussion of significant ideas and issues shaping the evolution of community and junior colleges nationwide, this journal focuses on those issues affecting two-year college women students, faculty, and administrators. The 1990 edition of the annual journal contains the following articles: (1) "Leadership in a Different Voice," by John E. Ravekes and Carol Cross; (2) "Perceptions of Gender Discrimination: A Community College Case Study," by Ann M. Weeks and D. Camilla Wygan; (3) "Do Community Colleges Practice What They Preach about Non-Traditional Work?" by Catherine B. Smith; (4) "A Profile of Experienced Women Chief Executive Officers in Two-Year Colleges," by Sandi Sanders and James O. Hammons; (5) "Women's Studies at Ohio Two-Year Colleges: A Survey and Suggestions for a Successful Program," by Andrea Tuttle Kornbluh; and (6) "On Being a Change Agent: Teacher as Text, Homophobia as Context," by Amy Blumenthal and Mary L. Mittler. The American Association of Women in Community and Junior Colleges (AAWCJC) statement of philosophy is attached. (JMC)

ED 319 425 JC 900 271

McGee, Diane; Starnes, Christine
Evaluation as Empowerment: Holistic Evaluation across the Curriculum.
John Abbott Coll., Sainte Anne de Bellevue (Quebec).

PUB DATE- Nov 88
NOTE- 74p.
AVAILABLE FROM- Research and Development, John Abbott College, P.O. Box 2000, Ste. Anne de Bellevue, Quebec H9X 3L9 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; Community Colleges; Content Area Writing; Evaluation Methods; Grading; *Holistic Evaluation; Questionnaires; School Surveys; Student Attitudes; Teacher Attitudes; Teacher Workshops; Two Year Colleges; Two Year College Students; *Writing Across the Curriculum; Writing Evaluation

A study was conducted at John Abbott College to establish the reliability and validity of holistic evaluation for assessing learning in content courses. The study involved: (1) an informal poll of members of 22 departments concerning the acceptability of holistic evaluation within their department; (2) a faculty survey to ascertain opinions concerning the issues of "writing-to-learn," "learning to write," and faculty collaboration on pedagogical matters; (3) a survey to determine student perceptions of the purpose and means of learning to write, processes of grading, and evaluation; (4) an examination of the impact of holistic evaluation on students' grades and teachers' attitudes toward the evaluation method; and (5) two faculty workshops on holistic evaluation attended by 22 teachers representing 11 disciplines. The grade analysis showed that grades determined through holistic and traditional methods were statistically no different. The faculty survey indicated that respondents in every division saw value in developing and encouraging writing, but were much less in agreement about what was wrong with student writing and the place of writing in the college curriculum. Students seemed confused about the purpose of writing and about writing and evaluation processes. After using holistic evaluation, most teachers were enthusiastic about the process and felt they would use it again. Sample holistic scoring guides and the survey instruments are appended. (AYC)

ED 319 426   JC 900 273

Washington Community Colleges Academic Year Report, 1988-89.
Washington State Board for Community Coll. Education, Olympia.
PUB DATE- Apr 90
NOTE- 77p.; Prepared by the Enrollment Planning and Information Services Division.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Administrators; Capital Outlay (for Fixed Assets); College Faculty; College Role; *Community Colleges; *Educational Facilities; *Enrollment; *Expenditures; Federal Aid; Financial Support; Part Time Faculty; Salaries; *School Personnel; State Aid; State Colleges; State Surveys; *Student Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Washington

Information on enrollments, personnel, finances, and facilities in Washington's community colleges is provided in this report for the four quarters of 1988-89 and for previous years. First, general information is presented on the community colleges' role, mission, and history, along with a student enrollment profile, and highlighted findings regarding enrollment, personnel, and funding patterns. Section I contains data on: (1) student headcount by quarter, funding source, college, age, sex, ethnic background, and full-/part-time status; (2) annualized statewide full-time equivalent (FTE) enrollment by funding source, course intent (i.e., vocational, academic or basic skills), contract-supported status, and time and location of classes; and (3) FTE enrollment by funding source and college. Section II offers information on faculty and staff, including data on FTE faculty and administrative personnel by employment status and assignment area, and classified employee annualized FTE's by employment status and assignment area. Section III examines facilities and capital funding for the system and each college, while section IV focuses on financial operations, including costs per FTE student, sources of funding, and expenditures by program, element, and object. Appendixes include information on student tuition and fees, additional historical enrollment data, a list of statistical publications, and definitions. (EJV)

ED 319 427 JC 900 274

Brown, Janet R.; And Others
Developmental Studies Department Special Services Project: Rockland Community College, 1988-1989.
Rockland Community Coll., Suffern, N.Y.
PUB DATE- 89
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Gains; Community Colleges; *Developmental Studies Programs; Economically Disadvantaged; *Educational Counseling; Educational Testing; *English (Second Language); *High Risk Students; Outcomes of Education; Performance Contracts; Program Descriptions; Program Evaluation; *Remedial Instruction; *Remedial Programs; Student Placement; Two Year Colleges; Two Year College Students

Rockland Community College's (RCC) Developmental Studies Department serves students in need of remedial/developmental education, and more than 40% of RCC's entering freshmen are enrolled in the department yearly. The federally funded Special Services Project provides supplemental tutorial services for the most severely financially and educationally disadvantaged students enrolled in Developmental Studies courses. Part I of this report describes the department, which provides assessment, placement, and advisement services, College Skills and English as a Second Language (ESL) courses, and tutorial services. This section also describes the physical facilities of the department. Part II describes the 1988-89 activities and accomplishments of the Special Services Project, including a description of sites at which courses and services were offered, a profile of the clientele, staff development activities of program personnel, efforts to improve articulation with other college personnel, and the results of a student evaluation of the program. Part III provides a summative evaluation of the project, focusing on the achievement gains of students enrolled in College Skills courses in reading, writing, and mathematics. Part IV presents a comparative analysis of the

student populations served by RCC's ESL, College Skills, and Special Services programs, and of the students served at the three different ESL sites. Finally, Part V presents conclusions and recommendations. RCC's competency assessment policy is appended. (AYC)

DOCUMENT RESUME

ED 319 428 JC 900 275

Craig, Ford M.
An Assessment of Course Needs for Older Adults at McCook Community College.
PUB DATE- May 90
NOTE- 39p.; Ed.D Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Community Education; Community Surveys; Educational Needs; Needs Assessment; Noncredit Courses; *Older Adults; Questionnaires; *Student Educational Objectives; Two Year Colleges
IDENTIFIERS- *McCook Community College NE

A study was conducted to assess the educational needs of older adults residing in McCook Community College's service area. A questionnaire focusing on respondents' interest in courses on financial management skills, employment needs, health and health care, social interaction, and self-esteem was administered to 150 older adults. The sample included 25 individuals from the First Congregational Church, 25 from the First United Methodist Church, and 100 from the McCook Senior Center. Study findings, based on an 87% response rate, included the following: (1) at least 33% of the respondents were in favor of courses on wills, probate, and trusts; exercise; nutrition; selection and usage of health care providers; pensions and social security benefits; coping with Alzheimer's victims, and housing choices for retirement; (2) 39.7% were interested in trips and 34.3% in support groups; (3) slightly over 22% were interested in training as in-home care providers for the aged; (4) over 65% of the respondents expressed no interest in any financial management course, besides the wills, probate, and trusts course; and (5) over 75% were not interested in any of the employment needs courses nor any of the self-esteem courses. Recommendations and the survey instrument are included with the study report. (AYC)

ED 319 429   JC 900 276

Pezzoli, J. A.
An Academic Development Plan for the Island of Molokai in Hawaii, 1990-1996.
Hawaii Univ., Kahului. Maui Community Coll.
PUB DATE- Apr 90
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; College Role; Community Colleges; *Curriculum Development; *Long Range Planning; Master Plans; Mission Statements; *Multicampus Colleges; *Organizational Objectives; *School Business Relationship; School Community Relationship; Two Year Colleges
IDENTIFIERS- University of Hawaii Maui Community College

Since 1970, Maui Community College (MCC) has offered credit courses on the island of Molokai, with the program expanding considerably in 1986 with the inception of the MCC-Molokai Center. Developed to project a more stable and comprehensive program for the residents of Molokai, this academic development plan outlines the priorities of MCC on the island for 1990-96. After providing an overview and history of MCC's service to the Molokai community, the report outlines the mission, philosophy, and planning strategies of MCC. The plan then presents nine long-range goals, including maximizing access to all MCC programs and services; promoting and implementing curricular comprehensiveness; establishing partnerships with business, government, and other schools on the island to identify and address common goals; and supporting faculty and staff development activities. Next, external planning factors specific to the island of Molokai are examined, including conditions related to: economics; demographics and geography; and science and technology. In addition, community expectations and internal planning factors, including staffing and staff resources, curriculum, resource allocation, and physical facilities, are reviewed. The next section highlights recent assessment activities and the college's progress toward expanding the MCC-Molokai Farm, offering more occupational programs in response to community needs, and expanding developmental skills course offerings and student services. Next, 13 new priorities are described, including the improvement of instructional programs, the use of new technologies, and the establishment of economic development partnerships with business and government. Finally, additional staff positions requested for the Molokai program, projected activity levels and resource requirements, and a systematic evaluation process utilized by the college are provided. An attachment lists certificates and degrees offered on Molokai and MCC-Molokai enrollment figures. (JMC)

ED 319 430 JC 900 277

Transfer of Credit Study (Discussion Item).
Indiana State Commission for Higher Education, Indianapolis.
PUB DATE- 9 Jun 89
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Articulation (Education); *College Transfer Students; Community Colleges; Dropout Research; Higher Education; *Intercollegiate Cooperation; Program Development; Program Implementation; Research Needs; State Legislation; State Universities; Statewide Planning; Technical Institutes; *Transfer Policy; Two Year Colleges
IDENTIFIERS- *Indiana

In response to a 1989 legislative mandate urging all Indiana state universities and Indiana Vocational Technical College (IVTC) to facilitate the transfer of credits, this paper presents a proposal for a study to determine how well the institutions are complying with the wishes of the general assembly. The paper presents background on the legislation passed to eliminate some of the difficulties often encountered by students in transferring credits to state universities. Next, the major objectives of the transfer study are identified; these include assessing the transferability of IVTC credit by examining the transfer credit success and academic performance of former IVTC students currently seeking baccalaureate degrees at four-year institutions. The next section specifies the methods and procedures for collecting data, including: (1) compilation of a transcript record database on students, course transferability, and program articulation; (2) identifying and providing information on any IVTC matriculants who failed in an attempt to transfer credit to a four-year institution; (3) collecting qualitative data through mail surveys, telephone interviews, in-person interviews, and other anecdotal information; (4) conducting an in-depth case study of the transfer credit success of students attending two universities; (5) performing an analysis of the different levels of accreditation awarded by the North Central Association and their impact on transfer of credit; and (6) preparation of a report on the two-year programs available in Indiana in comparison with other states. Finally, the remaining stages of the project are outlined and a timetable is provided. (VVC)

ED 319 431 JC 900 278

Retention and Attrition of Declared Part-Time Associate Freshmen. Discussion and Decision Items.

Indiana State Commission for Higher Education, Indianapolis.

PUB DATE- Apr 89
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; *Associate Degrees; Bachelors Degrees; *College Freshmen; Colleges; College Students; Community Colleges; Comparative Analysis; Full Time Students; Grade Point Average; Higher Education; *Part Time Students; School Statistics; State Surveys; *Student Attrition; Student Educational Objectives; Tables (Data); Two Year Colleges; Two Year College Students; Universities
IDENTIFIERS- *Indiana

Beginning in 1985, freshmen enrolled on a part-time basis in associate degree programs in Indiana postsecondary institutions were tracked for eight semesters to determine rates of retention and attrition. In 1985, associate degree-seeking freshmen with a declared major constituted 12% of the total undergraduate population in the state, and 74% of these students attended part-time. By 1988, 8% of the part-time associate students had completed degrees, 50% had dropped out, and the continuing students had completed less than half of their course requirements. Over half (53%) of the students were over 24 years of age, and they outperformed their younger counterparts in terms of degree completion rate (9% vs. 7%), grade point average (3.09 vs. 2.59), and dropout rate (50% vs. 53%). Breaking the older students down by sex demonstrated only minor differences. In comparison to part-time students, full-time associate degree-seeking students had higher retention, graduation, and transfer rates, with only 12% dropping out and nearly 50% achieving a degree. On the other hand, cumulative grade point average for part-time students was slightly higher than that for full-time students. At both two- and four-year campuses, many persisting students completed more than enough credit hours for a degree without attaining one. Among baccalaureate students, 61% attended full time, 31% completed a degree program within four years, 61% were still in school, and nearly 40% of the part-time baccalaureate students dropped out. A summary of staff responses to the retention study is also included. (JMC)

ED 319 432 JC 900 279

Ward, Howard W.
Fauquier Enrollment Projections: Preliminary Study, March 1989.
Germanna Community Coll., Locust Grove, VA.
PUB DATE- Mar 89
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- College Environment; *College Planning; Community Colleges; Demography; Educational Facilities; *Educational Improvement; *Enrollment Influences; *Enrollment Projections; Facility Expansion; Program Development; Rural Development; Tables (Data); Two Year Colleges

A study was conducted to determine whether the two-year college facilities and programs available to residents of Fauquier County in Virginia were adequate to meet their current and future needs. Lord Fairfax Community College and Germanna Community College, which share responsibility for serving this rural county, recently combined their resources to improve their service levels. A renovated barn was donated to the schools, providing classroom and office space. This made it possible for the colleges to offer day classes, as well as the night courses offered at the local high school. Public interest in expanding the number of programs and the physical plant were instrumental in initiating a study of the future space potential of "The Barn" and the need for additional facilities. In addition to projecting enrollment potential, the study investigated issues such as operating funds, faculty recruitment, student services, and administrative support. Findings from the study indicated that the main factors influencing enrollments were population, industry composition, public school enrollments, other higher education institutions, and curricula. Combining experience, intuition, and subjective assumptions with available data led to the following predictions: (1) enrollment in the program should continue to increase; (2) fall 1989 enrollment could approximate 140 full-time students and nearly 500 part-time students, but the newness of the program may reduce these numbers by about 50%; (3) facilities at The Barn will be fully utilized in 1 to 2 years; and (4) enrollments will be contingent upon public awareness and available programs. Tables and graphs are attached, detailing population, employment, high school graduation projections, K-12 enrollments, approximate distances from colleges and universities and from The Barn, Fauquier program enrollments, and continuing education ratios. (JMC)

ED 319 433   JC 900 280

Germanna Community College Outcome Assessment Plan. Revised.
Germanna Community Coll., Locust Grove, VA.
PUB DATE- 90
NOTE- 81p.; Appendixes present various legibility problems.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Outcomes Assessment; *College Planning; College Programs; Community Colleges; *Educational Objectives; *Evaluation Methods; *Institutional Characteristics; Self Evaluation (Groups); Student Characteristics; Student Evaluation; Two Year Colleges

In order to provide a basis for objective assessment of the accomplishments of the college and to simultaneously document its future course, Germanna Community College (GCC) developed this student assessment plan in 1987. The document consists of sections on the following topics: (1) plan development, including a mission statement; information on the drafting of an educational master plan and a facilities master plan; and an outline of the steps involved in the development of the student assessment plan; (2) the college mission and educational goals, including an overview and lists of GCC's programs of instruction and programs of study; (3) a profile of GCC's students, including their objectives, demographics, and graduation trends; (4) explanation of assessment methods and schedule, including educational outcomes to be evaluated, methods to demonstrate achievement of standards of performance, categories of students to be assessed, and a schedule for assessing students; (5) assessment plan integration, including an overview, provisions for accessibility of the data, a timeframe, activity schedules, activity definition, and implementation guide;

and (6) assessment plan evaluation. Fifteen appendixes include population data, penetration rates, survey instruments, and enrollment and graduation data. In addition, two attachments contain a 1990 interim assessment report and a plan for reviewing the process scheduled by the Institutional Research Committee for 1990-1991. (JMC)

ED 319 434 JC 900 281

GCC Master Plan, 1988-89.
Germanna Community Coll., Locust Grove, VA.
PUB DATE- 20 Jul 89
NOTE- 77p.; Parts 1 and 2 will not reproduce well due to filled type.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Planning; College Role; Community Colleges; Demography; Educational Needs; *Educational Trends; Graphs; *Institutional Characteristics; Master Plans; Mission Statements; Policy Formation; Program Development; Program Implementation; School Business Relationship; School Community Relationship; Tables (Data); Two Year Colleges

In 1989, Germanna Community College (GCC) developed this comprehensive master plan to strengthen its planning process. Part I provides an overview of the development of the master plan, the mission statement of the Virginia Community College System (VCCS), and the mission and purpose statements of GCC. Part II summarizes demographic trends based on historical and projected data. Information is provided on the size and population of the service region; the number of businesses within the region; curricula; enrollments; student characteristics; personnel; college facilities; library and learning resources; continuing education and community service; and financial resources. Part III lists issues and recommendations, providing parameters, goals, and direction for specific short- and long-range planning strategies. These strategies focus on the students, the curriculum, the community, partnerships, classroom and instruction, faculty and staff, marketing and recruitment programs, facilities, resources, assessment and accountability, and leadership toward the year 2000. Part IV describes the process of plan development, including adoption, prioritization, implementation, evaluation, and modification. Appendixes are provided for both sections III and IV, including a map, tables and graphs on demographics, finances, enrollments, degree programs, a summary of VCCS recommendations, a survey instrument used to gather information from local board and foundation members concerning GCC's master plan, and survey tabulations. (JMC)

ED 319 435 JC 900 282

Feasibility Study Concerning the Use of Volunteers at Germanna Community College.

Germanna Community Coll., Locust Grove, VA.

PUB DATE- 30 Apr 90
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; *Community Colleges; Feasibility Studies; *Paraprofessional School Personnel; Personnel Evaluation; *Personnel Management; Personnel Policy; Questionnaires; *School Aides; School Personnel; Two Year Colleges; *Volunteers; Volunteer Training

In 1990, a feasibility study was conducted to determine the usefulness of volunteers in the day-to-day operations of Germanna Community College. A questionnaire was distributed to 18 administrative and support staff personnel; 17 responses were received. Questions focused on respondents' opinions of the need for volunteers, type of assistance which volunteers could provide, volunteer recruitment, supervision of volunteers, and the advantages and disadvantages of volunteer use. Questionnaire findings included the following: (1) two-thirds of the respondents opposed the use of volunteers; (2) major reasons for not wanting to use volunteers were concern over confidentiality, lack of dependability, less commitment, complex scheduling, amount of training time, and quality control; (3) the most frequently cited advantages of using volunteers were budget savings, higher motivation, student involvement, and extra help at peak times; (4) routine clerical tasks, such as answering the telephone, typing, and filing, were the most frequently mentioned assignments for volunteers; (5) the personnel office and department heads were identified as the recommended contact point for recruitment; and (6) support staff workers were generally considered most likely to train volunteers, and department heads were most often suggested for monitoring activities and terminating volunteers if necessary. Study findings suggested that there was no justification for a coordinated college-wide approach to volunteer recruitment and use. The questionnaire and a cover letter are appended. (WJT)

ED 319 436 JC 900 283

Persistence and Graduation Rates at Germanna Community College, Fall Quarter 1981 through Fall Quarter 1986.

Germanna Community Coll., Locust Grove, VA.

PUB DATE- 10 Apr 90
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; College Graduates; College Transfer Students; Community Colleges; *Dropout Rate; Dropouts; Graduation; Longitudinal Studies; *School Holding Power; Student Attrition; Two Year Colleges

Results of a study of students enrolling at Germanna Community College (GCC) between fall 1981 and fall 1986 to compare the persistence and graduation rates of transfer and occupational-technical students are presented in this document. The study was limited to full-time, first-time students with a declared major. Major findings of the study are as follows: (1) nearly 25% of all students were no longer enrolled by the end of their first term, and 50% dropped out by the end of or following their first year; (2) 75% were neither enrolled nor graduated by the end of the study; (3) persistence rates were nearly identical for transfer and occupational-vocational students; (4) less than 30% had graduated by fall 1986, and approximately 15% completed graduation requirements within the nominal two years; and (5) occupational-technical students tended to reflect a higher graduation rate than transfer students, though year-to-year fluctuations were considerable. (JMC)

ED 319 437 JC 900 284

Ward, Howard W.

Germanna Community College. The Year at a Glance, 1988-89.

Germanna Community Coll., Locust Grove, VA.

PUB DATE- Jun 89

NOTE- 51p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Age; College Credits; College Programs; Community Colleges; *Enrollment; Females; Full Time Equivalency; *Institutional Characteristics; Males; Peer Institutions; School Demography; School Statistics; *Student Characteristics; Two Year Colleges; *Two Year College Students

A statistical profile of Germanna Community College is presented, providing enrollment data for summer 1988, fall 1988, and spring 1989. The report is divided into five sections. Section 1 provides cumulative data for 1981 through 1988 on enrollment by term, including headcount and full-time equivalent (FTE) figures; and gender, full-/part-time, day/night, racial, and on-/off-campus breakdowns. Section 2 includes the following statistics compiled for the 1988-89 academic year: (1) applications and enrollments; (2) educational objectives of unclassified students; (3) credit hours enrolled; (4) student age and average age; (5) enrollment classification by student type, sex, time, race, and in-state or out-of-state residency; (6) credit hours enrolled by campus, program, and time; (7) program enrollments by student type, sex, year, and student attendance; (8) enrollment by major curriculum area; (9) FTE by curriculum; (10) enrollment by time and status by residence; (11) FTE by residence; (12) enrollment by course prefix; (13) class sections offered; (14) off-campus details; and (15) awards and graduates. Section 3 contains unduplicated headcount data by curriculum, race, residence, and age. Section 4 offers comparisons with other colleges in the Virginia community college system in terms of ranked populations, ranked headcounts, comparative penetration rates, ranked penetration rates, penetration rate calculation estimates, and service region enrollments. Finally, section 5 presents graphs illustrating GCC's enrollment history, fall versus spring headcounts, full-time versus part-time enrollments by term, headcount versus FTE for fall and spring terms, and enrollment by age. (JMC)

ED 319 438 JC 900 287

Assessment Proposal: Genesee Community College, 1990.

Genesee Community Coll., Batavia, N.Y.

PUB DATE- 90
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountability; *College Planning; Community Colleges; Core Curriculum; Curriculum Development; Educational Assessment; *Evaluation Criteria; *Evaluation Methods; Flowcharts; Longitudinal Studies; *Organizational Objectives; Outcomes of Education; Program Proposals; *Self Evaluation (Groups); *Student Evaluation; Two Year Colleges
IDENTIFIERS- *Student Tracking

A description is provided of the process proposed for the comprehensive institutional assessment of Genesee Community College (GCC) and the methods used to develop the assessment proposal. The proposal calls for the assessment to envelop the entire campus, tracking students from the preregistration phase, as they pass through their courses to the post-exit phase. Data will be gathered on students' computation and communication skills, general education, academic majors, and personal and social growth, using various academic testing instruments and survey instruments. In addition, traditional demographic data will be collected. The result of the effort will be the collection of critical information on college cohorts which allow for a longitudinal evaluation of a variety of college services and functions. An assessment officer and a tracking committee will develop, implement, and evaluate the various instruments called for in the proposal, and report the results to the college community. Included in the assessment plan are flowcharts that illustrate the student tracking process, a list of the critical questions to be answered by the assessment and the instruments used, and diagrams of the assessment plan. (JMC)

ED 319 439 JC 900 288

Cornell, L.; And Others
Easing the Transition from Secondary School to College.
John Abbott Coll., Sainte Anne de Bellevue (Quebec).
PUB DATE- Jan 90

NOTE- 141p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *College Bound Students; *College Environment; College Freshmen; *College Preparation; Community Colleges; Educational Counseling; High Schools; High School Seniors; Socialization; *Student Adjustment; *Student Attitudes; Student College Relationship; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Canada

In an inter-institutional action research project, seven teachers from three high schools and two colleges in Canada interviewed 88 students as they looked forward to college, experienced the first semester, and looked back after the second semester. The purpose was to discover what student perceptions and what institutional policies and practices function as obstacles to student success in the first year of college. The first step of the study was to determine when the transition began by examining institutional characteristics of high schools and how high schools prepare students for college. Student responses in this area indicated that students perceive college as a difficult place where they won't be looked after and where they will have to do their work on their own. The second part of the study examined what life at college was like, in terms of students' impressions of the institutional characteristics of John Abbott College (JAC), the social aspects of the college, and the first weeks of enrollment at JAC. The third part of the study examined the responses of veteran students, who more clearly defined the transition from high school to college and first-semester experiences. The student responses emphasized the challenge of surviving the freedom from constraints long enough to mature into the freedom to choose responsibility. The final component of the study examined how each member of the research team experienced change during the study. Recommendations of the research team emphasized listening to students more, assuming teachers know less, and focusing on the process of learning. Attached appendixes include monthly research reports, a listing of research methods, summary reports from first and second data analysis workshops, and a sample interview with a second semester student. (JMC)

Coffey, Janis Cox; Jones, Randall D.
Planning for Change: Fall 1988 Enrollment Update. Sixth Report in the "Planning for Change" Series.
Los Rios Community Coll. District, Sacramento, CA. Office of Planning and Research.
PUB DATE- Feb 89
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Age; College Planning; Community Colleges; Enrollment Projections; *Enrollment Trends; Females; Full Time Students; Longitudinal Studies; Males; Minority Groups; Multicampus Districts; Part Time Students; Population Trends; *School Demography; School Statistics; *Student Characteristics; Trend Analysis; Two Year Colleges; *Two Year College Students

An analysis of demographic and enrollment trends in the Los Rios Community College District (LRCCD) is provided for the district and each of its campuses. The report includes data on enrollment, weekly student contact hours (WSCH), student age, gender, ethnicity, unit load, and day/evening attendance, covering the 11-year period from fall 1978 through fall 1988. Implications of the data and trends for planning are discussed. Major findings highlighted in the report include the following: (1) district enrollments were 39,478 in 1978 and 46,218 in 1988, peaking in 1981 at 48,529 before declining to 39,575 in 1985; (2) WSCH peaked in 1981 along with enrollments and then declined until 1985, to a level 14% below that of 1978; (3) while enrollments recovered by 74% between 1985 and 1988, WSCH recovered only 42%; (4) students between the ages of 18 and 20 were the largest age group, representing 26.3% of the student body; (5) the 30- to 39-year-old age group was the second largest and by far the fastest growing; (5) women continued to be the majority of the district's students, comprising 58% of the student population in 1988; (6) the proportion of ethnic minorities in the student body remained relatively stable over the decade at about one-third; (7) as of fall 1985, Asians replaced Blacks as the largest minority group in the LRCCD; (8) the trend toward lighter course credit loads resulted in part-time students growing from two-thirds to more than three-fourths of all LRCCD students over the past 11 years; and (9) the proportions of day and evening students remained relatively stable at roughly 60:40 over the 11-year period. Population projections, and appendixes providing data for American River College, Cosumnes River College (CRC), CRC/Placerville Center, and Sacramento City College are presented. (JMC)

DOCUMENT RESUME

ED 319 441 JC 900 290

Jones, Janis Cox; Brazil, Brad L.
Los Rios Community College District Office of Planning and Research Student Persistence Study.
Los Rios Community Coll. District, Sacramento, CA. Office of Planning and Research.
PUB DATE- Mar 90
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; Age; *College Attendance; College Freshmen; Community Colleges; Ethnic Groups; Minority Groups; Multicampus Districts; School Demography; School Holding Power; *Student Attrition; Student Characteristics; Two Year Colleges; *Two Year College Students

A study was conducted to determine rates of student persistence in the Los Rios Community College District (LRCCD). Using the fall 1988 semester for comparison, two cohorts (i.e., first-time freshmen and all LRCCD students) were tracked for the spring and fall 1989 semesters. Data were compiled for the whole district and for each of the four colleges in the LRCCD, analyzing persistence by gender and ethnicity for both groups. Study highlights included the following: (1) the overall fall-to-spring district persistence rate (57.1%) was generally higher than the fall-to-fall rate (40.7%); (2) the overall district persistence rate for first-time freshmen was lower than that for all students fall-to-spring, but higher when fall-to-fall persistence was calculated; (3) male freshmen and males in general persisted at a higher rate than the average for both fall-to-spring and fall-to-fall; (4) generally, Asian and Filipino students had the highest persistence rates, and Whites and American Indians had the lowest persistence rates; (5) American River College and Sacramento City College's (SCC's) fall-to-fall persistence rates for all students and for first-time freshmen were above the district-wide average, while Consumnes River College was slightly lower than the average; and (6) first-time freshmen Asian students at SCC had the highest retention rate (79.0%) of all first-time freshmen when compared to the other campuses. A graph showing the decrease in degrees and certificates awarded and an analysis of persistence by age and gender are appended. (WJT)

ED 319 442 JC 900 291

Jones, Janis Cox; Brazil, Brad L.
Los Rios Transfer Statistics: Fall 1988/Spring 1989 Update.
Los Rios Community Coll. District, Sacramento, CA. Office of Planning and Research.
PUB DATE- Sep 89
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Asian Americans; Black Students; *College Transfer Students; Community Colleges; Comparative Analysis; *Enrollment Trends; Ethnic Groups; Higher Education; Hispanic Americans; Longitudinal Studies; Minority Groups; Multicampus Districts; School Statistics; State Surveys; State Universities; Tables (Data); Trend Analysis; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *California

In 1989, the Los Rios Community College District Office of Planning and Research analyzed data provided by the California Postsecondary Education Commission to compare district transfer rates to the University of California (UC) and California State University (CSU) systems with statewide trends. Major findings were as follows: (1) statewide transfers to UC in the 1988-89 academic year showed a 20.6% increase over the 1986-87 academic year; (2) Los Rios ranked fourth among districts in the state in numbers of UC transfers (N=476) and first in the state if considering only fall data; (3) Los Rios ranked second among districts in the state in numbers of CSU transfers (N=2,229); (4) Los Rios transfers to UC increased 26.3% between 1987-88 and 1988-89; (5) full-year figures indicate that 2,229 students transferred to CSU in 1988-89, up 4.5% from 1987-88; (6) comparing fall-only data, the numbers of Los Rios Black and Hispanic transfers to the UC were up in fall 1988 compared to fall 1987, while Asian transfers were down; and (7) comparing fall-only data, the percentage of Los Rios Asian, Black, Hispanic, Filipino, and American Indian transfers to CSU were down. Findings indicate that transfer programs and intersegmental cooperation are necessary to increase transfer rates. An appendix provides transfer statistics of the Los Rios District by ethnicity, by full-year transfers to UC or CSU, and by individual college and ethnicity within the Los Rios district. (JMC)

ED 319 443 JC 900 292

Palmer, Jim
How Do Community Colleges Serve Business and Industry? A Review of Issues Discussed in the Literature.
American Association of Community and Junior Colleges, Washington, D.C.
PUB DATE- Jun 90
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Policy; Business Administration Education; *College Role; Community Colleges; Curriculum Development; Labor Force Development; *Literature Reviews; Planning; Policy Formation; Role of Education; *School Business Relationship; Skill Development; *Two Year Colleges; Vocational Education

The educational literature provides evidence of the increasing role of community colleges in serving business and industry. By providing pre-service education for persons entering the labor market or continuing education for employed individuals who seek skills upgrading, community colleges have made businesses a major consumer of college services. This literature review begins with an overview of community college services to business clients, which include instructional services such as customization and non-vocational courses, and non-instructional services such as assessment, grantsmanship, technology transfer, and consulting services to small and new businesses. The role of the community college in economic development is also examined. Next, research on administrative factors is summarized, showing a great deal of variance between institutions in the number and types of services provided by community colleges to business and industry. State surveys are cited which provide further evidence of this uneven service pattern, indicating that while all community colleges provide at least some assistance to business, most of these services are accounted for by a relatively small number of colleges. Factors which influence community college involvement with business and industry are identified, including program management, state support, the health of the local economy, and staffing. The next section reviews papers and reports considering the effectiveness and benefits of business/industry partnerships. The final section provides a summary of the issues. A 36-source annotated bibliography and a list of 25 selected dissertations are included. (JMC)

ED 319 444 JC 900 293

Clayton, Graham
Entrepreneurial Education at the Postsecondary Level.
PUB DATE- Nov 89
NOTE- 10p.; Paper presented at the Annual Conference of the International Council for Small Business--Canada (6th, Windsor, Ontario, Canada, November 3-4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration; *Business Administration Education; Colleges; Community Colleges; Community Services; Curriculum Development; *Entrepreneurship; Foreign Countries; Postsecondary Education; Program Design; School Business Relationship; Self Employment; *Small Businesses; Teaching Methods; Two Year Colleges
IDENTIFIERS- *Canada

Since 1984, Canada has experienced roughly 150,000 new business start-ups each year. Most of these businesses start small and remain small, yet they have had a significant impact on Canada's economic well-being. Unfortunately, somewhere between 70% and 80% of the new businesses fail to survive beyond 5 years. These statistics underscore the need for entrepreneurial education to promote better planned business start-ups, greater proficiency in start-up skills, effective new-firm management, greater public awareness, and more entrepreneurial ventures. The objectives of entrepreneurial education include: (1) increasing awareness of entrepreneurship as a career choice; (2) improving students' prospects for business survival through a variety of conceptual and applied courses; (3) informing students not interested in entrepreneurship of the nature and importance of entrepreneurship, as well as the risks and difficulties encountered by entrepreneurs; and (4) providing curriculum aimed specifically at developing entrepreneurial behavior in key employees of firms. The issue of where to place entrepreneurial studies in a postsecondary curriculum is a very important one. Though there are sound reasons for placing entrepreneurial courses in business departments, community programming/continuing education departments, or their own semi-autonomous center, the best rule of thumb is to place the courses where there is faculty enthusiasm and commitment. Given that most entrepreneurs lack a business education background, a multi-discipline, multi-track approach is recommended. Entrepreneurial studies should focus on vision, creativity, intuition, awareness, and common sense, using such instructional methods as video and audiotapes, business experts and entrepreneurs as guest speakers, idea generation exercises, and product development projects. (WJT)

ED 319 445 JC 900 294

Clayton, Graham
Developments in Entrepreneurship Education at Confederation College of Applied Arts and Technology.
PUB DATE- 24 Oct 89
NOTE- 9p.; Paper presented at the International Small Business Congress (16th, Sao Paulo, Brazil, October 24, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration; *Business Administration Education; Business Education; Community Colleges; Cooperative Programs; Curriculum Development; Economic Development; *Entrepreneurship; Foreign Countries; *Intercollegiate Cooperation; Postsecondary Education; Program Descriptions; Program Design; Self Employment; Small Businesses; Two Year Colleges; Universities
IDENTIFIERS- *Centre of Entrepreneurship for the Northwest

In 1988, Confederation College and Lakehead University jointly established the Centre of Entrepreneurship for the Northwest (CEN) at Thunder Bay (Ontario). The CEN was expected to meet the general student population's need for broad awareness of the role and importance of entrepreneurship to the Canadian economy, as well as the needs of a small proportion of students for self-employment skills. A series of four multidisciplinary courses were envisioned at the outset. The first course introduced was entitled "Entrepreneurial Perspectives." It focused on the nature and economic role of entrepreneurship, business idea generation, and the skills, characteristics, and motivations frequently found in successful entrepreneurs. Three follow-up courses were developed for students with a stronger interest in entrepreneurship, "Planning for New Ventures," "Venturing for Start-Up Success," and "Managing for Growth." In addition, the business division of Confederation College developed two entrepreneurial-related courses in collaboration with the CEN: an introductory course for business students, and a second course exploring the ways that entrepreneurial behavior can be incorporated into a corporate setting. CEN's largest undertaking was the development with the business division of a 1-year certificate program focusing on basic business start-up and survival skills. The program includes courses in "Entrepreneurship," "Entrepreneurship Self-Development," "Communications for Small Business," "Small Business Development," "Business Planning," "Marketing for Small Business," "Microcomputer Applications," "Financial Analysis," "Financial Management for Entrepreneurs," "Human Resources," "Securing Resources," "Facing the Start-Up Period," "International Trade," and "Managing Your Venture." (WJT)

ED 319 446 JC 900 295

Clayton, Graham
Teaching Entrepreneurship at the College Level.
PUB DATE- May 90
NOTE- 9p.; Paper presented at the Annual Conference of the Association of Canadian Community Colleges, "Rendezvous 90" (Charlottetown, Prince Edward Island, May 26-30, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Education; Community Colleges; Educational Needs; Education Work Relationship; *Entrepreneurship; Program Descriptions; Program Design; *Small Businesses; Two Year Colleges
IDENTIFIERS- *Confederation College (Canada) ON

This paper underscores the need for entrepreneurship education in Canada's community colleges and presents a description of Confederation College's (CC's) entrepreneurial curriculum. A history of the growth of entrepreneurial businesses in Canada is followed by a discussion of the need for entrepreneurial education at the community college level. This section discusses entrepreneurship as a very practical applied subject that can be taught inside or outside of a college business division to provide people with the skills necessary to start their own business. The objectives of teaching entrepreneurial education are presented next, indicating that general interest courses should focus on making people aware of the option of entrepreneurship and the rewards and risks involved, while courses designed for those already sold on the idea of entrepreneurship should focus on teaching the technical skills needed for a successful start-up or business survival. A section on curriculum content is presented next, using CC's 19-course program as a model. This program includes courses on the characteristics, motivation, and behavior of entrepreneurs; creative thinking, idea generation, and problem solving; market analysis, and consumer and competition surveys; advertising approaches; and the pressures faced by entrepreneurs. The final two sections deal with teaching methods and the importance of learning by doing. (VVC)

ED 319 447 JC 900 296

MacDonald, Ross B.
Second Generation Tutoring Model: Position Paper. Evaluation Plan for Second Generation Tutoring Model. Training Plan for Second Generation Tutoring Program.
Los Medanos Coll., Pittsburg, Calif.
PUB DATE- 86
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Evaluation Methods; Program Development; Program Effectiveness; *Program Evaluation; Teaching Methods; *Training Methods; *Tutorial Programs; *Tutoring; *Tutors; Two Year Colleges

These three papers present an organizational framework, an evaluation plan, and a training plan for an integrated cross-curricular tutorial program at Los Medanos College. First, the position paper establishes a standing committee to oversee the Second Generation Tutoring Program and the policies under which the program operates. It focuses on the purpose and need for the program, organization and administration, training, and policies.

Second, the evaluation plan outlines procedures for assessing the three main components of the program: personnel, the tutor training classes, and program effects. The section on personnel evaluation describes specific procedures for tutors, paraprofessionals, faculty designees, and the tutor coordinator. The section on the evaluation of tutor training focuses on the worth of the training topics, activities, and materials, the quality of instruction, and the coherence of the training as a whole. The program effects evaluation uses a computer-based record-keeping system to determine benefits accrued by tutoring recipients. Finally, the training plan focuses on assisting a wide variety of tutees to face various problems in various disciplines. The training plan covers the content of workshops, class sessions, and lab time, which emphasize learning how to tutor and how to apply that process to disciplines, and developing an understanding of and sensitivity to tutees different from themselves. An outline of workshop and training session topics is provided. (WJT)

ED 319 448 JC 900 297

California Plan for Career-Vocational Education. Part Two: Implementation Strategies.

California Community Colleges, Sacramento. Office of the Chancellor.; California State Dept. of Education. Div. of Career-Vocational Education.

PUB DATE- Mar 90
NOTE- 72p.; For part one of this plan, see ED 301 277.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Education; *College Planning; Community Colleges; *Educational Objectives; Elementary Secondary Education; Mission Statements; Outcomes of Education; Program Implementation; Program Improvement; School Role; State Programs; *Statewide Planning; Two Year Colleges; *Vocational Education
IDENTIFIERS- *California

The California Plan for Career-Vocational Education (CVE) was created to lay the groundwork for the reform, revitalization, and redirection of CVE in California. Part One of the plan established the unifying mission for CVE in California and identified issues and goals for program implementation. The purpose of Part Two is to identify strategies and expected outcomes that will provide leadership and direction at the local and state levels. Section I provides a background and overview of CVE in California, including information on the state's mission statement for CVE; factors influencing CVE; current and future developments in CVE/business/education partnerships; CVE goals by educational level; coordination within public education; and ways in which the plan can be utilized at local and state levels. Section II suggests strategies and expected outcomes related to 11 major issues facing CVE: research and program planning; program quality and delivery; program staffing; delineation of functions in program delivery; interagency linkage; articulation of programs and support services; employer linkage; student access and retention; public awareness; program accountability; and program funding. Finally, section III provides a summary and conclusions on the status of CVE in california. An appendix provides a priority ranking of the expected outcomes identified in section II. (JMC)

ED 319 449 JC 900 298

Clagett, Craig A.; Huntington, Robin B.
Community College Transfers to Maryland Four-Year Institutions. Research Brief RB90-11.
Prince George's Community Coll., Largo, MD. Office of Institutional Research and Analysis.

PUB DATE- Jun 90
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *College Transfer Students; Community Colleges; Comparative Analysis; *Enrollment Trends; Grade Point Average; Higher Education; Majors (Students); State Surveys; State Universities; *Student Characteristics; Transfer Programs; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Maryland

Information gathered by the Maryland Higher Education Commission's (MHEC's) automated student tracking system is analyzed to assess the transfer rate and academic performance of Prince George's Community College (PGCC) transfers to four-year institutions in Maryland. The first section examines the number of transfers from PGCC, providing a breakdown according to which schools students transferred to; full-/part-time status; ethnicity; and field of study. In addition, transfer rates from PGCC to Maryland four-year colleges and universities are examined from fall-to-fall for the years 1980 through 1989. The next section looks at the percentage of students who transferred, indicating that, according to the MHEC database, 25% of the students who entered PGCC in 1982 as full-time students had transferred within four years, compared to 24% of the 1983 entrants and 21% of the 1984 entrants. Findings from a 1984 study conducted by the Maryland Community College Research Group and the State Board for Community Colleges are also analyzed, suggesting that 33% of the PGCC respondents reported having transferred. The next four sections looks at PGCC student performance at Maryland senior institutions in general and at the University of Maryland (UM) at College Park, UM Baltimore County, and Bowie State University. Comparative data on transfers from other community colleges are included. Findings from a 1988 graduate follow-up survey are presented next, including information on graduates' ratings of their preparation for transfer and goal achievement. After a section on reverse transfers from Maryland four-year colleges to PGCC, concluding observations raise questions about the calculation of transfer rates and other research needs. (VVC)

ED 319 450 JC 900 299

Sworder, Steve
An Analysis of History Course Success Based on English Eligibility.
Saddleback Community Coll., Mission Viejo, Calif.
PUB DATE- 90
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *College English; College Freshmen; Community Colleges; *Freshman Composition; Grades (Scholastic); *History Instruction; *Prerequisites; Student Evaluation; Student Placement; Two Year Colleges; United States History

In 1989, a study was conducted at Saddleback College (SC) to determine whether an English composition course should be established as a prerequisite for the introductory U.S. history course at SC. Subjects for the study consisted of 314 students who entered the college in fall 1988 and enrolled in one of the two introductory U.S. history courses during spring 1989. A review of the students transcripts showed that 154 students had not completed an English composition course, but had an assessment score on file, and that 102 students had successfully completed an English composition course. Major findings were as follows: (1) 69% of those who received recommendations to take English 1A were successful in the history course, compared to 63% of those recommended to take a course one level below English 1A (English 1LB) and 52% of those recommended to take a course two levels below English 1A (English 2LB); (2) of the students who had successfully completed English 1A or English 1LB, 77% were successful in the history class, while 73% of those who completed English 2LB were successful in the history class; and (3) only 52% of the students who neither completed an English composition course nor took the English composition assessment test successfully completed the history course. The data did not support the establishment of a particular skill level in English composition as a prerequisite for the introductory U.S. history course at SC. (JMC)

ED 319 451 JC 900 300

Friedel, Jan

2020 Perfect Vision for the Next Century: An Environmental Scan.

Eastern Iowa Community Coll. District, Bettendorf.
PUB DATE- Sep 89
NOTE- 128p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Appropriate Technology; *College Planning; Community Colleges; *Demography; Economic Development; Environmental Influences; *Futures (of Society); Science and Society; *Social Change; Technological Advancement; *Trend Analysis; Two Year Colleges; World Affairs; *World Problems
IDENTIFIERS- *Environmental Scanning

Focusing on the future of the Eastern Iowa Community College District (EICCD), this environmental scan examines changes occurring in both local and worldwide populations and workforces; political, societal, and economic environs; and technology. Section I describes the changing population and demographics in the United States, focusing on the declining birthrate; childbearing among women in their 30's; increasing numbers of minorities, immigrants, and female-headed households; and population trends and projections for the state of Iowa. Section II describes the changing workforce/workplace. Included in this section are statistics on emerging jobs and the skills needed to perform them; worker shortages projected for various fields; and Iowa's employment growth. Political, societal, and ecological changes are explored in section III, which discusses families, teenage pregnancies, working women, high school enrollment and completion, minority participation in higher education, and America's environmental problems. Section IV deals with changing technologies and the information explosion, including information on satellite technology, new products of research and development, leading-edge technologies, emerging technologies adapted to the changing demographics, and telecommunications. The final section discusses the world economy in terms of world trade, the decrease in the United States share of the world economy, changes in Europe, and leaders in the world market. In addition, the status of economic development in Iowa is discussed, along with the state's economic outlook and plan for the future. A 114-item bibliography is appended. (JMC)

ED 319 452 JC 900 301

Ward, Barbara
Report on George Brown College Multicultural Demonstration Project.
George Brown Coll., Toronto (Ontario).
PUB DATE- Apr 90
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Colleges; *Cross Cultural Training; Cultural Differences; Cultural Pluralism; *Ethnic Relations; Organizational Communication; Organizational Development; Questionnaires; Racial Composition; Racial Discrimination; *Racial Relations; School Surveys; *Staff Development; Two Year Colleges

This five-part report describes George Brown College's Multicultural Demonstration Project (MDP), which was developed to: (1) increase awareness of issues of multicultural change among senior managers at the college; (2) assist two departments to implement aspects of the college's Race and Ethnic Relations Policy and the recommendations of the Multicultural Task Force; (3) develop an effective model for multicultural organizational change; and (4) pilot the model in two departments to improve responses to the increasing racial and cultural diversity of the staff and student population. Section I provides an introduction to recent demographic changes in Ontario which have changed a predominantly homogeneous student population to an increasingly diverse one. This section includes information on the MDP, funding, objectives, and the selection of personnel, departments, and projects. Section II describes the diversity workshops that were held for senior managers to orientate them to the project and to help them explore the possibilities for multicultural organizational change within the college. Sections III and IV examine needs assessment and plan implementation within the college's Human Resources Department (HRD) and Academic Skills Development Department (ASDD). Responses to surveys and interviews conducted in the departments are detailed, indicating that the main issues for HRD staff were general climate, departmental communication, personal skills, and organizational commitment, while the ASDD identified as key issues the general departmental climate, students' written and oral communication skills, intercultural issues, race relations, curriculum and evaluation, the Race and Ethnic Relations Policy, and strategies for improving communication, relations, and learning in the classroom. Section V contains a summary of successful outcomes. Appendixes include needs assessment questionnaires, participant profile sheet, and training session objectives and agendas for both departments. (WJT)

ED 319 453 JC 900 302

Paquette, William A.
Integrating Skills into the Teaching of World Civilization.
Tidewater Community Coll., Portsmouth, VA.
PUB DATE- May 89
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basic Skills; Book Reviews; Community Colleges; Curriculum Design; *Curriculum Development; *Interdisciplinary Approach; Library Instruction; Map Skills; *Non Western Civilization; Program Descriptions; *Skill Development; Teaching Methods; Two Year Colleges; *Western Civilization; World Geography

The World Civilization curriculum at Tidewater Community College was redesigned to integrate basic skills with the content assignments. The targeted skills were library reference and research, geography, reading comprehension, critical analysis, grammar usage, and creative writing and thinking. During the first semester, World Civilization students were given a guided tour of the college library, where a reference guide for locating information about World Civilization was available. In order to help students develop a sense of geography, maps and a bibliography of historical atlases were distributed for each civilization studied. Supplemental exercises were developed to improve student skills and complement each study unit. The optional points earned from the supplemental tests could be used as substitutes for poor test scores. The supplemental exercises included identifying artifacts an archaeologist might discover in Egypt, discussing theories about different civilizations' religions, learning the functions of a city, and studying particular nationalities' values, traditions, and family and gender relationships. During the second semester, designed to build on the skills developed in the first semester, students read and reviewed two books from one of the historical periods studied, an exercise which helped students learn to critically evaluate while improving their reading and writing skills. The program also utilized individual conferences between the instructor and students in order to diagnose learning problems and corrective strategies and to enable the instructor to identify student interests. (WJT)

DOCUMENT RESUME

ED 319 454 JC 900 303

California's Limited English Language Students: An Intersegmental Agenda. A Report to the Intersegmental Coordinating Council from the Curriculum and Assessment Cluster Committee.
Intersegmental Coordinating Council, Sacramento, CA.
PUB DATE- Sep 89
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); Bilingual Education Programs; College Students; Educational Needs; Educational Planning; Elementary School Students; Elementary Secondary Education; *English (Second Language); Futures (of Society); High School Students; Junior High School Students; Language Skills; *Limited English Speaking; Needs Assessment; Policy Formation; Population Trends; Postsecondary Education; Second Language Instruction; *Statewide Planning
IDENTIFIERS- *California

This document was prepared to promote the development of policies at the school, college, and university levels that ensure that students learn English at the levels required to benefit optimally from their studies. It presents statewide demographic data on California's limited English language speaking students and recommendations for future curriculum planning. The first sections present background on California's non-native English population, including statewide demographics, school data, and economic and workplace data. These sections indicate that an estimated 5% of California's population is limited in their English proficiency and a projected 250,000 foreign immigrants are expected to enter California annually through the year 2000. The number of K-12 students classified as Limited English Proficiency (LEP) was 652,439 in 1988, approximately double the 1980 number. Between 1977 and 1987, Hispanic student enrollment in the state's community colleges increased from 8.8% to 15%, and Asian student enrollment increased from 4.7% to 9.7%. In fall 1987, the overall freshmen pass-rate on the California State University's English Placement Test was 43.5%, but only 28.6% for Hispanic freshmen and 19.6% for Asian freshmen. The bulk of the report consists of recommendations for an intersegmental English as a Second Language (ESL) Agenda. These recommendations focus on: (1) expectations of freshman language competencies; (2) standards for student language performance levels; (3) coordinated and articulated assessment policies; (4) issues in the assignment of baccalaureate credit and intersegmental transfer; (5) visibility and status of programs for LEP students; (6) in-service and pre-service preparation of all California to teach LEP students; and (7) statewide priorities and planning. (WJT)

ED 319 455 JC 900 304

Porter, Jeffrey L.

Empowering the Nontraditional Student through Adult-Specific Programming.

PUB DATE- 13 Oct 89

NOTE- 11p.; Paper presented at the Annual Convention of the Virginia Community College Association (7th, Roanoke, VA, October 12-14, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adult Students; Community Colleges; Enrichment Activities; *Extracurricular Activities; *Nontraditional Students; Student Interests; *Student Organizations; Student Participation; Two Year Colleges

IDENTIFIERS- Patrick Henry Community College VA

Many community college student activities and programs focus on programming for the traditional college-aged student. However, appropriate support and meaningful extra-curricular activities are also needed for the ever-increasing number of adult students. Specially designed activities for adult students can be very helpful in: (1) integrating the adult into the campus environment; (2) building self-esteem; (3) fostering camaraderie among adults; and (4) assisting adults to deal with the unique demands and constraints they face when attending college. Targeted for older students, Nontraditional Students Organizations (NTSO's) will serve a large segment of the student body, aid in retention, serve as an advocacy group, and augment the existing student activities program. When forming an NTSO, care should be taken to recognize adults' time constraints and plan convenient meeting times; include significant others in organizational activities; develop a calendar of events for the full semester; communicate via direct correspondence rather than bulletin boards; and plan appropriate events. The NTSO should develop a constitution, organize meetings to maximize attendance, elect officers, and build in some form of recognition for members. The NTSO at Patrick Henry Community College is involved in fund-raising efforts, social functions, community services, and special projects, such as the development of a used book network, a child care needs assessment survey, and a scholarship program. (WJT)

ED 319 456 JC 900 305

Glock, Nancy Clover
Diversity without Divisiveness: toward Agreement on Fundamental Values for a "One World Curriculum".
PUB DATE- 90
NOTE- 11p.; Paper prepared for presentation at the Biennial Conference for the International Network for Philosophy and Education (London, England, August 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Curriculum; Community Colleges; *Cultural Awareness; Cultural Differences; *Cultural Education; *Cultural Influences; Cultural Traits; *Curriculum Development; Educational Objectives; Two Year Colleges

As humanity moves rapidly toward a "one world" society, a new paradigm for curriculum development more fundamental than particular cultural traditions must be found. Such a model may be derived from the requirements for the survival of the human species. The content of the resulting curriculum would be: (1) socially cohesive, providing common reference points to all members of society; (2) culturally inclusive, drawing upon diverse human cultures and recognizing the contributions of all social classes; (3) ethically selective, supporting values necessary to environmental and species survival and human fulfillment; (4) conceptually generative, providing skills and general principles which allow for the synthesis and critical assessment of information; and (5) personally significant, creating options for in-depth study of particular cultures, classes, and conditions. This curriculum would recognize a shared humanity, but also the human tendency toward xenophobia which must yield under modern conditions. Old myths of Western Civilization would be replaced with new "one world" myths, that perpetuate certain values (e.g., civil liberty, pluralism, religious tolerance); promote new values (e.g., nonmilitarism, globalism, and mixed economy); re-introduce others (e.g., cooperation, communalism, and respect for all ages and all labor); call some values into question (e.g., environmental exploitation, materialism, competition, and hierarchical management); and fully reject others (e.g., imposed ignorance, religious intolerance, and racism). Sources for this paradigm include the urgent need for worldwide solutions to common problems; new knowledge in human neurology, biology, and anthropology; and the dissolution of rigid ideologies that constrained social analysis and economic and political discourse. (WJT)

ED 319 457 JC 900 307

Edwards, George; And Others

The Status of Articulation between Public Secondary Schools and Public Community Colleges.

PUB DATE- Nov 88
NOTE- 30p.; Paper presented at the Annual Convention of the National Council of States Inservice Education (New Orleans, LA, November 18-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Administrators; *Articulation (Education); *College School Cooperation; *Community Colleges; High Schools; Principals; *Public Schools; Questionnaires; State Surveys; Two Year Colleges

A study was conducted to assess the status and desirability of articulation activities between community colleges and secondary schools in a southern state as perceived by school and college administrators. The study also sought to determine whether there were significant differences in the college and high school administrators' perceptions with respect to geographic location, size of the community college, and the residential status of the community college. A questionnaire was developed and sent to 83 selected administrators at all of the colleges and to a random sample of 140 principals of representative public secondary schools from each of the community college service areas within the state. Study findings, based on responses from 58 (64%) of the community college administrators and 83 (59%) of the secondary administrators, included the following: (1) articulation activities found to be prevalent throughout the state included programs allowing high school students to visit community college classes, policies clearly indicating differences between high school and college-level classes, and the use of college faculty members as guest lecturers, consultants, and resource persons at the high school; (2) survey respondents generally agreed that articulation activities should be encouraged to a greater extent; that high schools were doing a good job in preparing students to succeed in community college general education and vocational programs; and that articulation benefits both institutions; and (3) community college administrators perceived articulation to be more desirable and to be occurring to a greater extent than did high school administrators. The survey instrument is appended. (WJT)

ED 319 458 JC 900 308

Celetti, Deepti N.; Pierce, Kenneth L.
An Effective Extension Model for Early Childhood Education.
Holland Coll., Charlottetown (Prince Edward Island).
PUB DATE- 86
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Early Childhood Education; *Extension Education; Models; Pilot Projects; *Professional Continuing Education; *Program Effectiveness; Program Evaluation; Questionnaires; Skill Development; Teacher Education; *Teacher Education Programs; *Training Methods; Two Year Colleges
IDENTIFIERS- *Prince Edward Island

A pilot project aimed at providing extension training to early childhood educators was initiated in 1985 by Holland College (HC). Thirty students who were employed in the field of early childhood education on Prince Edward Island, were recruited. Eight evening courses were provided in three counties over a 21-month period. Training focused on child development, programming, and interpersonal communication. Questionnaires were administered to the participants and their supervisors/colleagues to determine the extent to which the participants' professional skills were enhanced through the utilization of this training model. Study findings, based on responses by 26 program participants and 10 of their supervisors or colleagues, included the following: (1) participants felt that the program was effective in enhancing their professional growth through the acquisition and application of new skills; (2) the early childhood education extension model was satisfactory in meeting the participants' needs; (3) 73% felt that the courses on child development, creating a learning environment, counseling techniques, and communicating effectively were the most informative, interesting, and applicable; (4) 46% felt that some of the courses attempted to cover too much in the allotted 12 weeks, but over half of the respondents were generally satisfied with the subjects covered in these courses; and (5) when asked to comment on their employees'/co-workers' skills and confidence levels, all 10 supervisors/colleagues perceived a gain in confidence since the beginning of program, and seven indicated that their employee/colleague was better at communicating ideas with co-workers. Both questionnaires are attached. (JMC)

ED 319 459 JC 900 309

Virginia Community Colleges Transfers to In-State Public Four-Year Colleges and Universities: Data Exchange and Analysis Context.

Virginia State Dept. of Community Colleges, Richmond.

PUB DATE- 13 Jun 90
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Transfer Students; Community Colleges; *Data Collection; Definitions; Higher Education; Information Dissemination; *Information Needs; *Intercollegiate Cooperation; Student Characteristics; Student Evaluation; *Student Records; *Transfer Policy; Two Year Colleges; Universities
IDENTIFIERS- *Virginia

An overview is provided of the issues involved in the state-mandated exchange of data about transfer students between two-year and four-year colleges in Virginia. Background is presented on state legislators' concerns with the measurement of student achievement; guidelines developed by the state assembly regarding data exchanges and student assessment plans; the community colleges' compliance with these guidelines; and examples of successful agreements. In addition, the report discusses the community colleges' needs for student-identifiable data and for information on the number of students who applied to the universities, those who were admitted, credits attempted and credits earned at the senior institutions, terms enrolled, and selected course grades. The need for agreement on a definition of the term "transfer student" is underscored. The bulk of the report consists of attachments, including: (1) the State Council of Higher Education for Virginia's guidelines for student assessment and for student assessment plans; (2) the Virginia Community College System's (VCCS's) guidelines for student assessment plans; (3) Elmo D. Roesler's paper, "Statewide Planning for College Individually Developed and Implemented Student Assessment Plans"; (4) a report on the success of Lord Fairfax Community College transfer students; (5) demographic and academic outcomes data on community college transfers to James Madison University; (6) various VCCS memoranda concerning the exchange of student transfer data; and (7) the VCCS's response to a survey regarding definitions of transfer. (WJT)

Salls, Carolyn; And Others
Handbook of California Articulation Policies and Procedures, 1989.
Intersegmental Coordinating Council, Sacramento, CA.
PUB DATE- 89
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *College Transfer Students; Community Colleges; Core Curriculum; Credit Courses; Curriculum Development; Higher Education; *Intercollegiate Cooperation; State Universities; Statewide Planning; *Transfer Policy; Two Year Colleges
IDENTIFIERS- *California

Developed as a comprehensive resource for all individuals involved in the articulation process, this handbook presents current articulation policies for California's postsecondary educational institutions. The handbook uses common language, provides definitions of terms, and includes a directory of articulation personnel, examples of articulation agreements, and a description of the California Articulation Number System. Chapter I discusses the classification of course articulation agreements, specifically transferable course agreements, general education/breadth agreements, major preparation agreements, and course-by-course agreements. Chapter II focuses on the University of California (UC), discussing articulation agreements, system-wide articulation, and policies at each UC campus. The California State University's (CSU) articulation policies and agreements are similarly covered in Chapter III. Chapter IV describes articulation at the California Community Colleges and includes a list of college articulation officers at all of the colleges. Chapter V briefly describes the articulation history and policies of independent colleges and universities, and Chapter VI explains the California Articulation Number System, a system based on written, faculty-approved articulation agreements between campuses. Appendixes include an example format of a UC and CSU transferable course list, UC and CSU transfer core curriculum and general education/breadth courses, examples of articulation agreements, and CSU executive orders. (WJT)

ED 319 461 JC 900 311

AB 1725 Model Accountability System. California Community Colleges. Revised.

California Community Colleges, Sacramento. Board of Governors.

PUB DATE- Jul 90

NOTE- 32p.; Discussed as agenda item number 9 at a meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, July 12-13, 1990).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Access to Education; *Accountability; Accreditation (Institutions); Affirmative Action; College Planning; *Community Colleges; Educational Finance; Educational Legislation; Educational Objectives; Government School Relationship; Models; *Outcomes of Education; Participant Satisfaction; School Personnel; Statewide Planning; Two Year Colleges

IDENTIFIERS- *California

This report proposes a model accountability system for the California community colleges to comply with the directives of Assembly Bill 1725 (AB 1725). The purpose of the accountability system is to provide colleges and districts, the board of governors, and the California legislature with information that will allow for the continued improvement of student learning and success. The AB 1725 model accountability system consists of five components: (1) student access, measured in terms of student enrollments and participation rates, programs to promote educational access (e.g., financial aid, basic skills, and articulation programs) and physical facilities; (2) student success, measured in terms of academic standards, course completions, student goal achievement, basic skills and ESL course preparation assessment, noncredit adult education, and accreditation standards; (3) student satisfaction, assessed by surveys of students and accreditation reports on student services and learning resources; (4) staff composition reflective of California's population, and the accomplishment of local affirmative action goals; and (5) fiscal condition, involving comprehensive reporting on revenues and expenditures, the general fund balance, and system-wide costs per full-time equivalency (FTE). The indicators proposed for each of these components will be used to prepare annual system-wide and institutional reports concerning the effectiveness of California's community colleges in achieving their stated mission. Appendixes present AB 1725 model accountability system elements, the AB 1725 accountability task force, and sample reporting forms. (JMC)

ED 319 462 JC 900 312

Cordero, William J.
Coordination of Effort among Student Services Programs. A Report.
California Community Colleges, Sacramento. Board of Governors.
PUB DATE- Jul 90
NOTE- 21p.; Discussed as agenda item number 4 at a meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, July 12-13, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Affirmative Action; College Programs; *College Students; Community Colleges; Educational Counseling; *Educationally Disadvantaged; Financial Services; *High Risk Students; Program Administration; Program Descriptions; Program Effectiveness; *Special Needs Students; *Statewide Planning; *Student Personnel Services; Two Year Colleges
IDENTIFIERS- *California

Since 1969, the California community colleges have established a number of programs to provide additional assistance to a diverse community college student population, including the Board Financial Assistance Program, Cooperative Agencies Resources for Education, Disabled Students Programs and Services, Extended Opportunity Programs and Services, and Immigration Reform and Control Act amnesty education, California's matriculation process, the Puente Project, and the state's Transfer Centers. Each of these programs was established at a separate point in time with explicit standards for eligibility and services. Concerns have arisen regarding the need to minimize the duplication of effort in the delivery of student services, promote efficient and effective use of resources, and plan for the coordination of efforts among the many special programs. Several factors affect the coordination of student services, including: (1) initial screening of all credit students through the matriculation process with referral to supplemental services on an as-needed basis; (2) the supplemental nature of student services programs, by which programs individualize and specialize their services to meet specific student population needs, thus resulting in different programs which offer essentially different services under the same service name; (3) program eligibility requirements for specially targeted populations of students; and (4) differing degrees of program implementation at the state and local levels. For each program, information is provided on history, purpose, target population, eligibility criteria, services, number of students served, and funding. (WJT)

Annual Report of the Intersegmental Coordinating Council to the California Education Round Table.

Intersegmental Coordinating Council, Sacramento, CA.

PUB DATE- Nov 89
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; Community Colleges; Curriculum Development; Curriculum Evaluation; *Educational Cooperation; Elementary Secondary Education; Higher Education; *Intercollegiate Cooperation; Outreach Programs; *Statewide Planning; Teaching Skills; Transfer Policy; Transfer Programs; Two Year Colleges
IDENTIFIERS- *California

The 1989 annual report of the Intersegmental Coordinating Council to the California Education Round Table was compiled as a report on the status of intersegmental cooperation and as part of an effort to develop consensus on critical issues confronting the educational systems and on intersegmental strategies to approach those issues. The report is divided into committee reports discussing the issues of improvement of teaching, curriculum and assessment, outreach and student preparation, and transfer and articulation. Reports from the intersegmental committee of the academic senates and the intersegmental budget task force are also included. In the process of developing the report, the following needs were identified: (1) greater attention to retention and student progress at all academic levels; (2) intersegmental cooperation to build the pool of well-qualified students, especially underrepresented students, who are interested in teaching careers; (3) stronger and more extensive discipline-based, regional partnerships throughout the state to bring faculty from the various segments together to discuss curricular and pedagogical issues; (4) formal transfer agreements, mechanisms, and support services to facilitate and encourage transfer from community colleges to four year institutions, with emphasis on underrepresented students; (5) new models for assistance to low performing schools; (6) new pedagogical approaches to provide effective education for an ethnically and culturally diverse student body; (7) enlistment of parental and community aid to reach out to underprepared students; and (8) greater higher education involvement with the K-12 system in order to assist schools in strengthening curriculum and instruction. Lists of committee members are attached. (WJT)

ED 319 464 JC 900 314

Gelin, Frank; Jardine, Doug
On Becoming an Institution of First Choice.

PUB DATE- May 90
NOTE- 33p.; Papers presented at the Annual Convention of the Association of Canadian Community Colleges "Rendezvous 90" (Charlottetown, Prince Edward Island, Canada, May 26-30, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; Admission Criteria; *College Bound Students; College Choice; *College School Cooperation; Community Colleges; *Institutional Advancement; Merit Scholarships; Public Opinion; *School Community Relationship; Selective Admission; *Student Recruitment; Two Year Colleges

An overview is provided of the marketing and recruitment efforts designed to make Capilano College (CC) an "institution of first choice" in the minds of its community and prospective students. The presentation by Doug Jardine defines what CC means by and hopes to accomplish by becoming a "first choice" institution, indicating that a "first choice" institution is one that strives for excellence, strives to be the first choice college in student's minds, and sets standards to find the best students. He provides several examples of institutional efforts to improve community relations, including: (1) an entrance scholarship for each public and private high school in the college region; (2) meetings with all local high school principals to give feedback on that school's students' performance at CC, and receive feedback on the school's perception of its relationship with CC; (3) a project bringing together three municipalities to draft an economic development plan; and (4) the development of a regional arts policy. Next, Frank Gelin describes specific institutional policies and practices designed to make CC a "first choice" college. After describing the college's new selective admissions policies and registration procedures, Gelin explains the student recruitment functions of the student advising department, the college's information hotline, an annual science enrichment workshop for 11th grade students, Club Optima (an academic competition for academically gifted 12th graders from the college region), Natural Sciences Alumni Night, and "The Captivator" newsletter for parents and students. He then explains ways in which student achievement is recognized, including board, science tuition, departmental, and English essay scholarships; outstanding student certificates; and support for student participation in athletic, arts, and academic competitions. After describing some of the high-profile activities of CC's faculty members, Gelin offers evidence of the success of the "first choice" efforts. (WJT)

ED 319 465 JC 900 315

Moran, Ralph; And Others
From Industry to Teaching: The Quality Instruction Program at Hocking Technical College.
PUB DATE- 28 Feb 90
NOTE- 7p.; Papers presented at the National Conference on Successful College Teaching (Orlando, FL, February 28, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Inservice Teacher Education; Program Development; Program Evaluation; Teacher Background; Teaching Experience; Two Year Colleges; *Vocational Education Teachers

This presentation on Hocking Technical College's (HTC's) Quality Instruction Program (QIP) provides a program description and comments from three HTC faculty members who have been involved in the program in various ways. Recognizing that many faculty members are hired on the basis of their industrial credentials rather than their teaching experience, QIP trains new instructors in the attitudes, pedagogy, and skills necessary for successful teaching. Originally, QIP participants were expected to understand and implement good teaching practices after hearing about them in a lecture. This format led to teacher frustration. The current format has been designed using program offerings as good teaching models. A 4 day, in-service seminar requires active participant involvement in reviewing and revising course outlines, writing course outcomes, planning lessons, and developing mini-lessons. Monthly meetings allow participants to meet with peers in order to discuss difficulties and successes. Classroom observations and conferences between participants and teacher educators also are part of the current program. After Ralph Moran reviews the goals, development, and outcomes of the QIP, Russ Tippett discusses QIP in relation to the HTC's Natural Resources Department, explaining some of the changes that were made to adapt QIP to departmental needs. Finally, Larry Hatem's comments are presented on his experiences when called upon to teach Introduction to Criminal Investigations and Criminal Justice and the ways in which QIP assisted him. (JMC)

ED 319 466 JC 900 316

Bishop, Philip E.
Defining Expectations: The Essay Test Made Simpler.
PUB DATE- 90
NOTE- 14p.; Paper presented at the National Conference on Successful College Teaching (Orlando, FL, February 23-March 3, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Essay Tests; *Grading; *Holistic Evaluation; Teaching Methods; Two Year Colleges; Writing Evaluation; Writing Instruction; Writing Skills

Impromptu writing on tests is a useful way to evaluate student comprehension and encourage students to use critical thinking skills. Students' performance on essay tests can improve, and teachers' time required for grading can decrease through the use of an adapted holistic grading scale that clearly states expectations. First, a carefully written essay question clearly enumerates a number of sub-topics and provides cues for specific supporting information. The question suggests an organizational structure and recommends a selection of examples and details, making the essay questions easier for students to respond to completely and in an organized manner. Second, a grading scale keyed to the question permits grading to be completed quickly and consistently. The scale identifies the characteristics of student essays that should be assigned a range of scores. For example, a student will earn top points on an essay that clearly states a position, is generally well-organized, is generally free of factual and writing errors, and completes the specific tasks assigned in the essay (e.g., identifies three aspects of the Renaissance and causally relates them to a reaction or result in the Reformation). Sample test questions, grading scales, and student essays are provided. (WJT)

DOCUMENT RESUME

ED 319 467 JC 900 317

Glock, Nancy Clover
Rethinking the Curriculum To Meet the Needs of Underprepared, Underrepresented, and Economically Disadvantaged Students: Majors and Courses for the 21st Century.
PUB DATE- Feb 90
NOTE- 12p.; Paper presented at the Annual Conference on Ethnic and Language Minorities (Sacramento, CA, February 28-March 2, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Curriculum; Community Colleges; *Core Curriculum; Curriculum Development; Economically Disadvantaged; *Educational Change; *Educationally Disadvantaged; Educational Objectives; Ethnic Groups; Higher Education; *High Risk Students; *Minority Groups; Multicultural Education; Two Year Colleges; *Undergraduate Study

Attracting and assuring the success of students of color requires the rethinking of curricula to meet the needs of underrepresented, underprepared, and economically disadvantaged students. General education offerings should be restructured to give students the skills and resources needed to make sense out of their particular gender and ethnicity, while emphasizing not the old world or new world, but the one world shared by students and teachers. The resulting core curriculum would be: (1) socially cohesive, providing common reference points to all members of society; (2) culturally inclusive, drawing upon diverse human cultures and affirming the contributions of all social classes; (3) ethically selective, supporting values necessary to environmental and species survival and human fulfillment; (4) conceptually generative, providing skills and general principles which allow for the synthesis and critical assessment of information; and (5) personally significant, creating options for in-depth study of particular cultures, classes, and conditions. Skills would be developed across the curriculum by making improvement in reading, writing, speaking, listening, and thinking the responsibility of faculty in every discipline. Another way of reforming college curricula to better serve disadvantaged students would be to focus on applied skills courses during the first 2 years of college and the theories supporting those applications in upper-division courses. This model would serve students who want strong occupational preparation, but also aspire to a bachelor's degree. In revising curricula, colleges must be prepared to meet the challenges of new technology, the need for qualified faculty, and the need for resources to develop new texts, courses, and skills necessary to teach the new curriculum. (WJT)

ED 319 468 JC 900 318

Kendra, Lawrence M.; Clavner, Jerry B.
Coding Language vs. Authoring System: To Code or Author--That Is the Question.

PUB DATE- Jun 90
NOTE- 15p.; Paper presented at the National Education Computing Conference (Nashville, TN, June 25-27, 1990. Coding for computer programs (p.10-14) will not reproduce adequately.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Authoring Aids (Programing); *Computer Assisted Instruction; *Computer Software Development; *Teacher Developed Materials
IDENTIFIERS- *Storyboard Programs

Drawing from experiences at Cuyahoga Community College, this paper offer guidance on the use of storyboard packages and authoring languages to develop interactive instructional materials. Introductory comments reveal that the greatest use of computers in courses other than computer and information sciences is still in drills, tutorials, writing composition, and simulations; and that there is little research-based data on the effectiveness of computers as a method of instruction or on the time, energy, and resources required to prepare to use computers in instruction. Next, the paper lists several requirements for interactive instructional materials, e.g., the lesson must extend from or reinforce classroom activities; a three-way, ongoing, systematized interaction must take place among the student, instructor, and material in the computer; the material available to the student must give clear fail-safe instructions, use a developmental/incremental process toward mastery of concepts, and draw forth questions that the student will bring to the instructor.

Tips about storyboard lesson planning are presented next, suggesting that the approach is best suited to the visually oriented, that it often requires considerable tinkering and time, and that it tempts the instructor to include too many sub-menus. Next, authoring systems, which are designed for instruction based on lecturing-demonstrating-exampling, are discussed and five drawbacks are identified. Attachments include outlines of the curriculum and lesson development processes, and a basic language program for an employment theory lesson. (WJT)

ED 319 469 JC 900 320

Torres, Belinda M.; Kapes, Jerome T.
Work Values and Job Satisfaction of Potential Minority Leaders in Community College Settings.

PUB DATE- 26 Jan 90
NOTE- 24p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 26, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Black Leadership; *Blacks; College Faculty; Community Colleges; *Hispanic Americans; *Job Satisfaction; *Leadership; Minority Groups; Surveys; Two Year Colleges; *Values; *Work Attitudes

A study was conducted to investigate the work values and degree of job satisfaction of potential minority leaders in community colleges and technical institutes in Texas. In addition, the study examined the relationship between participation in the Minority Leadership Development Project (MLDP), ethnicity, gender, professional experience, and educational level and work values and job satisfaction. The study sample included 73 Black and Hispanic educators who were considered potential leaders in community colleges in Texas, including 37 individuals who had been selected for the MLDP. Information from the participants was gathered using the Demographic Information Sheet for personal information, the Values Scale (VS), and the Minnesota Importance Questionnaire (MIQ) as measures of work values; and the Minnesota Satisfaction Questionnaire as a measure of job satisfaction. Study findings, based on a 100% response rate, included the following: (1) the six highest held values identified by the VS were Cultural Identity, Advancement, Creativity, Aesthetics, Authority, and Economic Security; (2) the MIQ found the most important values to be Compensation, Authority, Social Status, Supervision-Human Relations, and Supervision-Technical; (3) MLDP participants valued Ability Utilization, Advancement, Responsibility, and Autonomy more highly than the non-MLDP group; (4) the MLDP participants were less satisfied with their current jobs than the non-MLDP group; (5) few differences were found among the responses of Black and Hispanic, and male and female participants; and (6) years of professional experience and level of education did not appear to be related to work values held by the minority leadership candidates studied. Data tables are included. (WJT)

ED 319 470 JC 900 321

1990-1993 Long Range Plan: Pennsylvania College of Technology.
Pennsylvania Coll. of Technology, Williamsport.
PUB DATE- Jul 90
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Administration; College Instruction; *College Planning; Community Colleges; Core Curriculum; Curriculum Evaluation; Institutional Characteristics; *Long Range Planning; Mission Statements; *Organizational Objectives; *Program Development; Student Needs; Student Personnel Services; Two Year Colleges
IDENTIFIERS- *Strategic Planning

This long-range plan was developed for the Pennsylvania College of Technology (Penn College) to strengthen and emphasize the college's strategic orientation and participation in the governance system. The plan is divided into seven major sections. The first section defines long-range planning, discusses its use at Penn College, and explains the structure and intended use of the college's long-range plan. The second section presents Penn College's statements regarding college philosophy, mission, and vision; outlines the major institutional initiatives planned for 1990-91, and offers an overview of the college and its environment. The third section reviews goals and tasks related to credential standards, curriculum portfolios, student objectives, outcomes assessment, foundation skills, lifelong learning, instructional delivery and management, noncredit programming, and business and industry training. Next, a section on student support discusses goals and tasks pertaining to student recruitment, retention, part-time non-traditional students, matriculation, student life, and student services. The next section focuses on academic support, listing goals and tasks related to the program development process, program evaluation, staff development, media and computer use in instruction, and general academic support services. The sixth section covers institutional support goals and tasks related to executive management, budget and finance, human resources, the physical plant, general administration and logistical services, and quality assurance. The final section on public service reviews goals and tasks related to technical consultation and enrichment programming. (WJT)

ED 319 471 JC 900 322

Lane, Marvin
Horse Training and Management: Program of Excellence.
Lamar Community Coll., CO.
PUB DATE- Oct 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Animal Husbandry; Budgets; College Faculty; Community Colleges; Educational Facilities; Financial Support; *Horses; Program Costs; Program Descriptions; *Program Effectiveness; Student Characteristics; Two Year Colleges; Two Year College Students; *Vocational Education
IDENTIFIERS- *Equine Management

This report on Lamar Community College's Horse Training and Management (HTM) program assesses the quality of the educational experience provided by the program, the quality of the faculty and students, institutional financial commitment to the program, contribution of the HTM program to state and local economic development, and external funding support. Section I provides a brief introduction to the program, indicating that the HTM serves 75 students a year in an Associate of Applied Science (AAS) degree program and a vocational certificate program that focus on entry-level horse care, horse handling, and employment skills for the equine industry. Section II evaluates the quality of the educational experience in terms of program honors and awards, acceptance of students into advanced levels of education, workplace demand for graduates, student/faculty collaboration, student retention and persistence, learning environments, accreditation results, and internship opportunities. Section III assesses faculty quality in terms of awards, honors, research and publication activities; and faculty qualifications and diversity. In section IV, students who have received honors and awards are highlighted, the appropriateness and effectiveness of the program is assessed in terms of entering students' needs, student diversity is analyzed, and employment options and student participation in HTM-related organizations are discussed. Section V examines program finances in terms of current budget, funding support per faculty member and per student, instructional costs, and prior funding. After section VI explores the program's contributions to the improvement of the state's business climate and employment base, and the employment qualifications of graduates, section VII considers the program's capacity to attract and sustain external financial support. (WJT)

ED 319 472 JC 900 323

Lee, Beth S.; And Others
MESA/MEP at American River College: Year One Evaluation Report.
Los Rios Community Coll. District, Sacramento, CA. Office of Planning and Research.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Jun 90
NOTE- 45p.
CONTRACT- 88-0661
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- American Indians; Black Students; *College Mathematics; Community Colleges; *Compensatory Education; *Computer Science Education; Engineering Education; *Enrichment Activities; Hispanic Americans; Minority Groups; Nontraditional Students; Program Evaluation; *Science Education; Two Year Colleges

In 1989, the Mathematics, Engineering, and Science Achievement (MESA)/Minority Engineering Program (MEP) was initiated at American River College. The MESA/MEP program recruits Black, Hispanic, and Native American students and provides assistance, encouragement, and enrichment programs to help them succeed in the fields of mathematics, engineering, science, and computer science. The MESA/MEP program is designed to serve as a bridge between high school MESA programs and university MEP programs for students who attended a community college before enrolling in a university. This program evaluation begins with an overview of the MESA/MEP Program. Next, a description is provided of the program's activities, including scholarships, awards, and honors; leadership development efforts; recruitment of potential MESA/MEP students; enrichment programs (e.g., tours to California universities and resume workshop); and support services/supplies for students (e.g., weekly meetings, bulletin board, study halls, class clustering). The next section of the report is a program evaluation, including information on the student population, persistence, grade point averages, and affective outcomes evidenced in individual, group, and staff interviews. Finally, conclusions and recommendations are presented. Appended information includes a sample MESA/MEP brochure, evaluation forms, personal, group, and staff interview summaries, a list of MESA/MEP students transferring in fall 1990, a library list, and information on developing a MESA/MEP program. (WJT)

ED 319 473 PS 018 044

Levy, Gary D.
Gender Schematization and Gender Scripts: Sometimes a Little Knowledge Can Be Dangerous.
PUB DATE- Apr 89
NOTE- 34p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Cognitive Processes; *Comprehension; Individual Development; Individual Differences; *Preschool Children; Preschool Education; Research Needs; *Sex Role; *Sex Stereotypes
IDENTIFIERS- *Gender Constancy; Gender Schema Theory; *Scripts

(Knowledge Structures)

Reported are a series of studies revealing developmental and individual differences among preschool children on relationships between gender-based knowledge, gender constancy, gender schematic processing, recognition memories for gender-typed information, and flexibility, sequencing, and understanding of gender scripts. Alternative approaches for looking at early gender-role development are discussed, and ideas about important issues in contemporary gender-role research are advanced. It is suggested that researchers should stress the amount of gender-based knowledge children might need to make gender typifications. Researchers should also try to understand the salience of the gender dimension to young children and children's use of gender roles to organize and remember social information. An alternative to conventional gender-role knowledge, children's gender script understanding, is discussed. Research findings suggest that children's gender-role knowledge and their sequencing of gender scripts may be unique types of gender-role understanding and knowledge. It is concluded that there appear to be cognitive factors other than gender-role knowledge and gender constancy understanding that significantly affect young children's gender-typing. Forty-nine references are cited. (RH)

ED 319 474 PS 018 398

Cleveland Association for the Education of Young Children Salary Survey Report: 1988, 1976, 1979, and 1984.

Cleveland Association for the Education of Young Children, OH.

PUB DATE- 88
NOTE- 93p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; *Child Caregivers; Community Surveys; Cooperative Programs; *Day Care Centers; Early Childhood Education; Educational Attainment; Employer Supported Day Care; *Fringe Benefits; Teacher Aides; *Teacher Salaries; *Work Environment
IDENTIFIERS- *Ohio (Cleveland)

This report presents findings of a 1988 survey of the salaries, benefits, and working conditions of early childhood personnel employed at day care centers in the Cleveland, Ohio area. It is emphasized that the salary survey describes what is and not what should be. The report is organized into three major sections. The first section covers methodology. In the second section, salaries are analyzed by position, education, length of time in the profession and in the present position, and type of program. Then, in a profile section, all the data is gathered together by position titles including aides, assistant teachers, head teachers, teacher-directors, directors, and administrators. The profile section also includes information on Child Development Associates (CDAs) and heads of households. The third section covers the three previous surveys, conducted in 1976, 1979, and 1984, as well as the survey of 1988. Data from 216 CAEYC (Cleveland Association for the Education of Young Children) members from the 1988 survey is analyzed along with data from the earlier surveys. Appendices provide definitions, a statistical analysis, demographics, a summary of survey respondents, and comments from respondents concerning their work. A teacher, aide, or administrator can use this report to find information on salaries and benefits specific to their position. It is hoped that the report will open up discussion of wages, benefits, and working conditions, and serve as a rationale for increasing salaries of child care staff. (RH)

ED 319 475 PS 018 478

Levy, Gary D.; And Others
Preschool Children's Knowledge of Gender-Related Scripts and Schemata.
PUB DATE- Apr 89
NOTE- 9p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (60th, Boston, MA, April 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Cognitive Structures; Comprehension; Difficulty Level; *Individual Development; *Individual Differences; *Preschool Children; Preschool Education; *Schemata (Cognition); *Sex Role
IDENTIFIERS- Cognitive Flexibility; Cognitive Research; *Scripts (Knowledge Structures)

An attempt was made to integrate script and schema-based approaches in an examination of children's early gender role development and gender typing. The examination focused on: (1) young children's sequencing of gender scripts and the relation of this sequencing to children's age, sex, and gender role knowledge; and (2) age-related differences in children's dependence on and use of gender roles in the process of making additional judgments involving gender scripts. Developmental and individual differences in young children's accuracy in sequencing gender scripts and their reliance on the gender role theme versus the temporal nature of gender scripts were predicted. Participants were 40 preschoolers of 43-78 months. Subjects (23 boys and 17 girls) completed script sequencing, successive judgment, script difficulty, and gender role knowledge and flexibility tasks. Findings indicated that although developmental differences appeared in sequencing of gender scripts, the ability to sequence seemed robust at an early age. Children demonstrated increasingly accurate sequencing of own-sex gender scripts. Results indicate that there are important developmental and individual differences in young children's understanding and use of gender scripts and that children's gender script understanding may be an important cognitive component of early gender role development. A table lists the events depicted in each of six scripts. (RH)

ED 319 476 PS 018 516

Erimie, Rosemary F.
Increasing the Learning Experiences of Preschool Students through the Development of a Physical Play Environment.
PUB DATE- 89
NOTE- 140p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Child Development; Educational Equipment; *Learning Strategies; *Play; *Playground Activities; *Playgrounds; *Preschool Curriculum; Preschool Education
IDENTIFIERS- *Outdoor Recreation; *Playground Equipment

This report reviews a practicum designed to study and address problems of the physical play environment of a preschool which served children of 2 to 5 years. The goals of the practicum were to: (1) increase the amount of time children spent in physical play activities; (2) enhance the play environment by the addition of at least 10 pieces of equipment; and (3) use the school resources to improve school programs in play development. The school's financial resources were used to add equipment to the play environment. Inservice sessions for the director and teachers were planned. The sessions placed a renewed emphasis on learning through play and helped teachers meet their objectives through physical play activities. Each of the goals of the practicum was achieved. The children increased the amount of time spent in play activities each day and the preschool purchased 10 pieces of multi-functional play equipment. Questionnaires completed by parents revealed that the majority of parents felt that students' needs were being met through the increased emphasis on play activities. Respondents agreed that the preschool's programs had been enhanced by the development of an outdoor play environment. (Author/RJC)

ED 319 477 PS 018 543

Tavis, Timothy M.
Ethical Perspectives on the Current Controversy Regarding Openness in Adoption.
PUB DATE- Aug 89
NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption; *Civil Liberties; Community Influence; Conflict Resolution; *Ethics; *Individualism; Placement; *Social Change; Social Influences
IDENTIFIERS- Conceptual Analysis; Open Adoption; *Social Justice; Social Policy; *Utilitarianism

This paper outlines current changes in American adoption practice and the controversies surrounding these changes. It includes a discussion of the role that neo-Kantian and utilitarian perspectives have played in American adoption policy and practice, and offers an alternative, the communitarian perspective, described by Sandel (1984). Adoption practice in the United States is moving from the confidential mode, which has been dominant through much of the 20th century, to increasing degrees of openness and contact among the members of the adoption triangle. Several factors contribute to the current trend toward increased openness in American adoptions, and definitions of open placement differ. Most of the research on openness is anecdotal, and reports often seem inconclusive and incomplete. Sandel sees the dominent contemporary positions on social policy as variations on the two ethical views of utilitarianism and a neo-Kantian assertion of inherent individual rights. The utilitarian approach to conflict situations weighs the desires of involved parties and the relative costs and benefits for each of available courses of action. The neo-Kantian approach in such situations involves adjudication among parties on the basis of the inherent rights of each party. However, both the utilitarian and neo-Kantian approaches are insufficient, because both are inherently individualistic, while the dilemmas of adoption are relational. The alternative, the communitarian perspective on adoption exists, but generally goes unrecognized. Approximately 40 references are cited. (RH)

ED 319 478 PS 018 603

Smyke, Patricia

Caught in the Cross Currents: What's Happened to Children--and People Who Work for Children--in the Ten Years since the International Year of the Child. A Review of NGO/UN Action for Children 1979-1989, Commissioned by the NGO Committee on UNICEF.

Non-Governmental Organizations Committee on UNICEF, New York, NY.

REPORT NO.- ISBN-0-943965-06-3
PUB DATE- 89
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Health; *Childhood Needs; Child Labor; Childrens Rights; *Child Welfare; *Delivery Systems; Disabilities; Elementary Education; Global Approach; Homeless People; Preschool Education; *Private Agencies; *Program Development; Program Effectiveness; Refugees; Sociocultural Patterns; *Welfare Services
IDENTIFIERS- Development Education; *Nongovernmental Organizations

This review describes the progress of nongovernmental organizations (NGOs) in addressing children's needs worldwide in the 10 years since the International Year of the Child in 1979. Specific aims of the study were: (1) to review major NGO initiatives for children, especially initiatives involving interaction with the United Nations, during the past decade; and (2) to place that review against the background of what has actually happened to children around the world in that decade. A brief foreword and preface are followed by 11 chapters which focus on: (1) trends; (2) the rights of the child and the drafting of the Convention on the Rights of the Child; (3) child labor; (4) refugee children; (5) street children; (6) children in war and peace; (7) children with disabilities; (8) health; (9) education; (10) participation of children in broad social mobilization for general socioeconomic development projects; and (11) the bottom line, an overview both of the harsh realities of the decade just past and the signs of progress that nevertheless emerged from it. Appendices provide lists of people interviewed, organizations providing documentation, and acronyms. (RH)

ED 319 479 PS 018 666

Lockledge, Ann
Assessing the Motivational Characteristics of Instructional Materials.

PUB DATE- 26 Oct 89
NOTE- 12p.; Paper presented at the Meeting of the National Middle School Association (Toronto, Ontario, Canada, October 26, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Check Lists; *Course Organization; Elementary Education; *Elementary School Students; Guidelines; *Instructional Materials; *Middle Schools; Student Characteristics; *Student Motivation; Student Needs; Student Participation; *Teacher Role

Middle school students need materials that encourage them to finish meaningful assignments without coercion or teacher intervention. Teachers who motivate middle school students to think and work on their own will allow students to express their feelings, have a part in decision making, and eventually share their product with other people. It is vitally important to present students with information that they need and to do so in the most efficient way possible. In organizing instruction, teachers need to: (1) determine whether students possess necessary entry level competencies; (2) select materials for a variety of stimuli; (3) prepare appropriate strategies before giving the lesson; and (4) present materials in an orderly manner. Researchers conclude that teachers should be involved with academic content, give clear sequential directions, emphasize main points, ask questions, conduct reviews, and ignore irrelevancies. Practitioners may find the included checklist useful for evaluating materials. Sample materials for analysis are provided. (RH)

ED 319 480 PS 018 680

Negussie, Birgit
Culture, Gender and Education in Rural Development with Special Emphasis on Ethiopia.
PUB DATE- Jun 88
NOTE- 16p.; Paper presented at the Conference of the Nordic Association for the Study of Education in Developing Countries (Oslo, Norway, June 16-18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administrative Organization; *Cultural Influences; Demography; *Developing Nations; Educational Development; *Elementary Education; Ethnic Groups; Federal Government; Foreign Countries; Labor Force; *Rural Development; *Sex Differences
IDENTIFIERS- *Ethiopia

In this address, statistical data from the Ethiopian National Census (1984) and a brief account of the development of the nation from feudal rule to democratic republic are followed by a discussion of characteristics of the modern Ethiopian state. Particular attention is given to the administrative apparatus, multiethnic composition, sociocultural dimensions, and living conditions in Ethiopia. Living conditions in rural areas and their implications for rural development are delineated. Rural development, the main concern of the address, is discussed in terms of gender differences and the role of education. Concluding remarks concern the challenge that rural development presents to educators. A total of 48 references are cited. (RH)

DOCUMENT RESUME

ED 319 481 PS 018 704

Sorensen, Monica, Ed.
Head Start Success Stories.
CSR, Inc., Washington, D.C.
PUB DATE- Jan 90
NOTE- 55p.
GRANT- 90-CD-0558/03
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Benefits; *Compensatory Education; Disabilities; *Disadvantaged; Early Childhood Education; Family Life; *Outcomes of Education; *Parent Participation; Profiles; Program Descriptions; *Program Effectiveness; Self Esteem; *Student Improvement
IDENTIFIERS- Program Characteristics; *Project Head Start

This publication presents a collection of true stories that demonstrate the ways in which children's and parents' lives have been enriched as a result of their involvement with Project Head Start. The stories describe remarkable achievements, often made in the face of great disadvantages and difficult circumstances, which illustrate, through real-life situations Head Start's benefits to children, families, and communities. The stories demonstrate that developmentally appropriate, comprehensive Head Start programs help families establish a place for themselves in the mainstream of American society. Other topics covered include: (1) benefits of Head Start for handicapped children; (2) educational and career opportunities Head Start offers to parents; (3) the way in which parents build self-confidence through participation in the program; and (4) ways in which the community benefits from the contributions to society made by Head Start participants and programs. It is maintained that Head Start's comprehensive child development program has laid the foundation for children's successful transition to elementary school and achievement through the educational process. (RH)

ED 319 482 PS 018 733

Bailey, Beeke

Developmental Theories and Instructional Strategies: A Summary Paper. SIDRU Research Report No. 5.

Regina Univ. (Saskatchewan). Faculty of Education.
SPONS. AGENCY- Saskatchewan Dept. of Education, Regina.
REPORT NO.- ISBN-0-7731-0111-X
PUB DATE- Jun 87
NOTE- 131p.; Prepared for the Saskatchewan Instructional Development and Research Unit (SIDRU).
AVAILABLE FROM- Saskatchewan Instructional Development and Research Unit, Faculty of Education, University of Regina, Regina, Saskatchewan, Canada S4S 0A2 ($15.00 Canadian plus $1.50 for mailing and handling. 10% discount on 5 or more copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Age Differences; Cognitive Development; Educational Practices; *Educational Strategies; Emotional Development; *Individual Development; Social Development; Teaching Methods; *Theories; Theory Practice Relationship

This paper provides curriculum makers with an overview of developmental theory and relates the theory to instructional strategies. The section on socioemotional development addresses Erikson's eight ages of man, Kohlberg's stages of moral development, motivation and Maslow's hierarchy of needs, Taylor's stage model of creative development, and Loevinger's stages of ego development. Cognitive development is approached through overviews of Skinner's operant conditioning, Gagne's behavioristic-eclectic theory, Bandura's social learning theory, cognitive gestalt-field theories, Lewin's cognitive field theory, Bruner's learning as categorizing theory, Piaget's cognitive-descriptive theory of intellectual development, the information-processing approach, and Case's comprehensive framework of intellectual growth. Personal- and social-oriented instructional strategies discussed include Gordon's synectics, Schutz's awareness training model, the classroom meeting and laboratory training (T-Group) models, the Shaftels' role-playing model, and cooperative models of instruction. Behavioral strategies include mastery learning, individually prescribed and direct instruction, and contingency management. Information-processing strategies include concept attainment, inductive thinking, inquiry techniques, the advance organizer and memory models, and the process of Piagetian clinical interviewing. A total of 66 references are cited. (RH)

ED 319 483 PS 018 748

New, Rebecca S.
Early Child Care and Education, Italian Style: The Reggio Emilia Daycare and Preschool Program.
PUB DATE- Nov 89
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aesthetic Values; Boards of Education; Childrens Art; Community Programs; *Day Care; Early Childhood Education; *Educational Environment; Educational Facilities; Family School Relationship; Foreign Countries; *Parent Participation; *Preschool Curriculum; *Preschool Education; Program Descriptions; Public Schools; Record Keeping; School Organization; Space
IDENTIFIERS- *Italy (Reggio Emilia)

The municipal early childhood program in Reggio Emilia, Italy, one of the most renowned examples of community-supported child care systems in the Western world, is described. A brief historical overview is followed by discussion of such aspects of the Reggio Emilia project as the high level of exchange between families and schools, the predominance of aesthetic considerations throughout the schools, and the importance of the physical environment and use of classroom space in meeting curriculum goals. It is concluded that even though many features of the Reggio Emilia program reflect Italian cultural values and may be inappropriate for child care settings outside Italy, some aspects of the program are worth emulating. These include: (1) the emphasis on the positive value of multiple points of view and reciprocal participation in the family-school relationship; (2) the view that the dialogue between parents and teachers is and should be a complicated matter; (3) the emphases on the arts and aesthetic sensibilities; and (4) the significance of the environment as a provider of opportunities for social exchanges. (RH)

ED 319 484 PS 018 760

Burts, Diane C.; And Others
Frequencies of Observed Stress Behaviors in Kindergarten Children: A Comparison of Developmentally Appropriate and Inappropriate Classrooms.
PUB DATE- Apr 90
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; Comparative Analysis; *Educational Practices; *Incidence; *Kindergarten; *Kindergarten Children; Learning Activities; Primary Education; Racial Differences; Sex Differences; Socioeconomic Status; *Stress Variables; Time Factors (Learning)
IDENTIFIERS- *Developmentally Appropriate Programs

An initial study revealed that kindergarten children in a developmentally inappropriate classroom exhibited significantly more stress behaviors than children in a developmentally appropriate classroom. Marginal gender differences were noted. Purposes of the study were to determine whether findings from the initial study would replicate if a larger sample were used, and to explore interactive effects of socioeconomic status (SES) and race with stress and developmentally appropriate and inappropriate practices. A total of 204 kindergarten children in 6 developmentally appropriate and 6 developmentally inappropriate classrooms were observed for behaviors indicative of stress. Findings indicated that the 101 children in inappropriate classrooms exhibited significantly more stress behaviors than the 103 children in appropriate classrooms. Males in inappropriate classrooms displayed more stress than males in appropriate classrooms. Race and SES differences indicated more stress behaviors in lower SES black children than in lower SES white children. More workbook, worksheet, small group, whole group, transition, waiting, and punishment activities were noted in inappropriate classrooms, while more center, story, and music activities were observed in appropriate classrooms. (Author/RH)

ED 319 485 PS 018 761

The Economic and Social Benefits of Early Childhood Education.

Hearing before the Subcommittee on Education and Health of the Joint Economic Committee, Congress of the United States. One Hundred First Congress, First Session.

Joint Economic Committee, Washington, D.C.

REPORT NO.- Senate-Hrg-101-298
PUB DATE- 1 May 89
NOTE- 132p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 552-070-07164-4, $3.75).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Compensatory Education; *Early Childhood Education; *Economic Factors; *Educational Quality; *Federal Legislation; Hearings; Program Costs; *Program Improvement; *Social Influences; Social Problems
IDENTIFIERS- Congress 101st; New York; New York (New York); *Project Head Start

Testimony on economic and social benefits of early childhood education, and on legislation to amend the Head Start Act and provide funds to increase the number of spaces in Head Start was offered at a hearing in New York City. Testimony concerned: (1) the successes of Head Start, the unmet needs of disadvantaged youth, and the need to expand the program; (2) the need for research on new conditions confronting child service programs; (3) the increasing magnitude of human crises in New York City and ways to involve the corporate community in early childhood programs; (4) New York's Experimental Prekindergarten Program; (5) revisions recommended for Head Start; (6) preschool programs as a way to attract workers to the region and keep them there; (7) successes of Head Start participants; (8) Urie Bronfenbrenner's views on the crucial components of early childhood programs and the need for linkages between programs, families served, health and social services, the schools, and parents' work places; (9) costs of early childhood education programs and effects of program quality on children; (10) corporate support for early childhood programs; and (11) written responses to follow-up questions posed by committee members. (RH)

ED 319 486 PS 018 765

Hart, Craig H.; And Others

Maternal and Paternal Disciplinary Styles: Relations with Preschoolers' Behavioral Orientations and Sociometric Status.

PUB DATE- Apr 90

NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Age Differences; Aggression; Cooperation; *Discipline; Family Life; Fathers; Mothers; *Parent Influence; *Peer Acceptance; *Preschool Children; Preschool Education; *Prosocial Behavior; Sex Differences; Verbal Communication

IDENTIFIERS- *Disciplinary Styles; Parent Differences; *Sociometric Status

For this study of relations between maternal and paternal discipline, children's playground behavioral orientations and children's peer status, 106 mothers and fathers of preschool-age children were interviewed. The children's playground behavior in child care settings was observed and measures of sociometric status were obtained. Results indicated that children of more inductive mothers were more accepted by peers and exhibited more cooperative play and social conversation, and less arguing, aggression, and rough and tumble play. In comparison to paternal discipline, maternal discipline was found to influence broader aspects of behavior. Additive and joint interactive effects of maternal and paternal discipline were found to carry greater weight than either carried alone. Daughters of more power assertive mothers and more inductive fathers were more rejected by peers. Older preschoolers of more inductive mothers and fathers were more accepted by peers and engaged in more prosocial and less hostile and disruptive playground behavior. In general, maternal and paternal discipline and child behavior made independent contributions to peer status and prosocial aspects of behavior were found to mediate relations between more inductive parenting and older preschoolers' peer status. A total of 48 references are cited. (Author/RH)

ED 319 487 PS 018 766

Huang, Gary

Family and Friend Relationships of Only Children: A Study of Adult Population in China.

Appalachia Educational Lab., Charleston, W. Va.

PUB DATE- May 90
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Age Differences; Comparative Analysis; Educational Attainment; Family Relationship; *Family Size; Foreign Countries; *Friendship; Models; *One Parent Family; *Peer Relationship; Predictor Variables; Public Policy; Sex Differences; *Social Networks
IDENTIFIERS- *China; *Only Children

If personal networks of only children differ from those of children with siblings, then study of the different patterns of personal association is especially relevant to the understanding of social change in China, where the population of children without siblings is rapidly increasing. A study of these differential social networks used data collected in 1983 on the personal relationships of 3,089 only-child Chinese born before the one child policy was enforced in China. The study tested the hypothesis that only children have more extensive friendships than children with siblings. Findings revealed that a large portion of only children had single-parent family backgrounds prior to adulthood. Their opportunities for development of social relationships and educational attainment were attenuated by this single-parent background, and particularly by their mothers' early deaths. These findings may explain the study's failure to find differences between groups of only children and children with siblings. Further analyses revealed effects of educational attainment, age, and gender on only children's probability of having friends. Theoretical interpretations of the findings are proposed. A total of 50 references are cited. (RH)

ED 319 488 PS 018 767

Chapter 1 in Ohio: Elementary and Secondary Education Act. 24th Annual Evaluation Report, Fiscal 1989.

Ohio State Dept. of Education, Columbus. Div. of Federal Assistance.

PUB DATE- May 90

NOTE- 33p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Annual Reports; Child Neglect; *Compensatory Education; Costs; Delinquency; Disabilities; Elementary Secondary Education; Federal Aid; Inservice Education; Mathematics Instruction; Migrant Youth; Parent Participation; Program Descriptions; Program Effectiveness; Reading Instruction; *State Programs; Student Participation

IDENTIFIERS- *Elementary Secondary Education Act; *Ohio; Parent Advisory Councils

This report summarizes recent activities in Ohio provided through Chapter 1 of the Elementary and Secondary Education Act. Information presented includes statistics for fiscal 1989, participation trends, instructional impact, expenditure and staffing patterns, parent involvement, and 5-year trends. The first two sections of the report explain the basic Chapter 1 services provided by Ohio's public school districts. Statistics for 1989 and 5-year trends indicate that the program helps children become successful learners. The third section describes special Chapter 1 services for children of migratory agricultural workers and handicapped, neglected, or delinquent children in state agency schools. Statistics concerning these services indicate the beneficial impact of supplemental services provided through federal aid to education. The report concludes with a brief description of state leadership in implementing Chapter 1 and a 5-year financial and human impact summary. A total of 34 tables supplement the text. (RH)

ED 319 489 PS 018 771

Hensel, Nancy

Family Policy on the Community Level.

PUB DATE- 90
NOTE- 21p.; Paper presented at the Association for Childhood Education International Annual Conference (Pittsburgh, PA, April 18-21, 1990) and at the Institute for Study in Salzburg (Salzburg, Austria, July 13, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Action; *Community Programs; *Family (Sociological Unit); *Government Role; Human Services; *Local Government; Policy Formation; Political Influences; Public Policy; *Social Change
IDENTIFIERS- *California (Redlands); *Family Policy; Policy Analysis;

Task Force Approach

The tremendous economic, cultural, and social changes that have taken place in the United States in the past 30 years have significantly altered family life. To meet the needs of families, communities and family structures have changed. For the past 10 years, the National Government has been redefining its role in relation to the family. While it is acknowledged that American families are in trouble, there is disagreement over ways to respond. In particular, controversy about a national family policy continues. Although the United States became interested in examining family policy under the Carter administration, the Reagan and Bush administrations have encouraged state and local governments to assume more responsibility for social services. In 1985, the Redlands Area United Way conducted a needs assessment of the community and found that child care was the number one problem of families in the area. The United Way created a task force of citizens and day care providers to examine the problem. Two years later, the city sponsored a long-range planning task force called Redlands 2000. Development of a family policy impact statement, which the task force recommended, has proven difficult. Goals formulated by the task force in the areas of human services, family policy, and community education are appended, as is a sample local child care policy. (RH)

ED 319 490 PS 018 772

Ellenzweig, Judith
Project SOLID START.
SPONS. AGENCY- Massachusetts State Dept. of Education, Boston.
PUB DATE- 90
NOTE- 9p.; For earlier report, see ED 305 998.
GRANT- MDE-TAMG-251-032-0-0178-1
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Reading; Disabilities; *Early Intervention; *Elementary School Students; Grade 1; *High Risk Students; Identification; Language Arts; Primary Education; Program Descriptions; Program Effectiveness; Program Evaluation; *Reading Instruction; Reading Programs; *Teaching Methods; Writing Instruction
IDENTIFIERS- *Project SOLID START

Project SOLID START is an integrated reading program involving regular classroom, special education, and reading teachers, and parent volunteers in the Melrose, Massachusetts public schools. SOLID START supports beginning literacy in a developmental, rather than a remedial, mode. The project tests the hypothesis that a carefully structured, integrated, intensive program that reinforces the regular first grade language arts curriculum will significantly reduce the number of children experiencing delay, difficulty, or failure in first grade. It is also expected that the program will help clarify distinctions between children with special needs and children who are not developmentally ready to meet classroom demands. Any child who appears to teachers to be at risk of inadequate progress in the first week of school is eligible for the program. However, children may enter the program at any time during the school year. Every day, each child received 1.5 hours of small group teaching in reading and writing, with a heavy emphasis on reading. Instruction is guided by encouragement of linguistic prediction, a focus on meaning, graphophonemic observation, and large doses of positive reinforcement. A metacognitive approach helps children become aware of their behaviors and assume control of their learning. In the 3 years of program operation, every child in first grade has learned to read and write. (RH)

ED 319 491 PS 018 773

Hearing on H.R. 3, Early Childhood Education and Development Act. Hearing before the Committee on Education and Labor, House of Representatives. One Hundred First Congress, Second Session (San Francisco, California, January 19, 1990).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 90

NOTE- 173p.; Serial No. 101-72. Contains some pages of small and broken type.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 552-070-08002-3, $5.00).

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Community Programs; *Day Care; *Drug Education; Early Childhood Education; Family Day Care; Federal Government; *Federal Legislation; Financial Support; Government Role; Hearings; *State Programs

IDENTIFIERS- Business Role; *California; California (San Francisco); Congress 101st; Project Head Start

In the first in a series of regional hearings, the House Education and Labor Committee met in San Francisco to receive testimony concerning child care issues bearing on H.R. 3, the Early Childhood Education and Development Act. The legislation, which builds on programs of proven effectiveness, such as Head Start and early childhood education, provides states with funding for direct services for child care. The bill also provides funds for improving quality, salaries, and other compensation, and resources for training, monitoring, and enforcement. Appearing before the committee were two panels and several individuals who testified on: (1) child care in California and the need for a comprehensive national policy; (2) the federal role; (3) corporate child care services; (4) related issues before Congress; (5) a unique drug education project in public housing that gives mothers recovering from crack use a safe haven which allows them to rehabilitate themselves and retain custody of their children; (6) support for the bill from the American Federation of State, County, and Municipal Employees; (7) day care programs in San Francisco; (8) resource and referral programs in California; (9) the National Child Care Staffing Study; and (10) support for the bill from the California Alliance for Better Child Care. (RH)

ED 319 492 PS 018 774

Doyle, Mary Anne E.; Barber, Betsy S.

Homework as a Learning Experience. What Research Says to the Teacher. Third Edition.

National Education Association, Washington, D.C.
PUB DATE- May 90
NOTE- 34p.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 1084-1-00, $3.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Educational Practices; *Educational Technology; Elementary Secondary Education; *Family Environment; Family School Relationship; *Futures (of Society); Guidelines; *Homework; *Instructional Effectiveness; Literature Reviews

Three types of homework assignments are common in U.S. schools: practice, preparation, and extension. Reasons cited for assigning homework are: (1) Doing homework is useful as an act of intellectual discipline; (2) Homework eases time constraints on the amount of curricular material that can be covered; (3) Homework fosters student initiative, independence, and responsibility; (4) Homework supplements and reinforces work done in school; and (5) Homework brings home and school closer together. Research into the effectiveness of homework is inconclusive. Nevertheless, homework serves as a vital link between home and school. It is essential that classroom teachers make every effort to ensure that assignments are necessary and useful, appropriate to the ability and maturity of students, well explained, and clearly understood by both student and parent. It appears that home study will play an increasingly important role in learning in the next few decades. Teachers will need to base out-of-school assignments on a solid understanding of, and close cooperation with, the home educational environment, which may include cable television, home computers, videotapes and videodiscs, and links to information utilities. Guidelines for homework policy are provided. A total of 118 references are cited. (RH)

Five Position Statements of the Southern Association on Children Under 6 (SACUS): (1) Employer Sponsored Child Care; (2) Developmentally Appropriate Assessment; (3) Continuity of Learning for Four-to-Seven-Year-old Children; (4) Quality Child Care; (5) Multicultural Education
Southern Association on Children Under Six, Little Rock, Ark.
PUB DATE- 90
NOTE- 41p.
AVAILABLE FROM- Southern Association on Children Under Six, P.O. Box 5403, Brady Station, Little Rock, AR 72215 (set of 5 papers, $1.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Day Care; *Developmental Continuity; *Early Childhood Education; *Educational Quality; *Employer Supported Day Care; *Multicultural Education; Position Papers; *Student Evaluation
IDENTIFIERS- Developmentally Appropriate Programs; *Southern Association on Children Under Six

Five position statements of the Southern Association on Children Under Six are presented in this document. The statement on developmentally appropriate assessment includes such topics as testing practices that harm young children; limitations of standardized testing; misuses of test data; and assessment criteria. The statement on continuity of learning addresses the topics of children as learners; early childhood professionals and paraprofessionals; educational and child care settings for young children; and recommendations. The statement on quality of child care concerns children's needs to: (1) feel safe and comfortable; (2) be involved in meaningful activities; (3) be supported as full-time learners; (4) learn how to live comfortably with others; (5) have their physical development supported; (6) be given lessons on health, nutrition, and safety; (7) feel that there is consistency in their lives; and (8) know that parents and caregivers care about them. The statement on multicultural education concerns ways in which an improved understanding of multicultural education can be developed; ways in which teachers and parents can share the responsibility of enhancing children's multicultural awareness; and recommendations for keeping the learning environment consistently multiethnic. The statement on employer-sponsored child care focuses on the issues of who needs child care, why employers should care about child care, what employers can do, and what the options for employer-supported care are. Selected references are cited. (RH)

ED 319 494 PS 018 776

Khoo, Kim Choo
An Alternative Model of Childcare: The Experience of the National Trades Union Congress of Singapore.
PUB DATE- Jul 89
NOTE- 22p.; Paper presented at the International Conference on Childhood in the 21st Century (Hong Kong, July 31-August 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advisory Committees; *Community Involvement; *Day Care Centers; Early Childhood Education; Employed Parents; Financial Support; Foreign Countries; *Government Role; Models; Mothers; *Outreach Programs; *Parent Participation; Program Descriptions; *Unions; Volunteers

IDENTIFIERS- *Singapore

In 1985, the National Trades Union Congress (NTUC) Childcare Services of Singapore started an experimental project designed to develop an alternative model of child care. The resulting project, the Community Childcare Center (CCC), differs from regular child care centers in that it: (1) is cheaper; (2) involves considerable community participation; and (3) serves both children in the child care center and other children in the community. The CCC is based on a tripartite model that involves the government, the NTUC, and the community. The government provides the capital needed to set up child care centers and subsidies. The NTUC provides the framework, structure, and professional expertise for operating the centers and coordinating the program. The community provides feedback, volunteers, and a network of support and resources. This paper discusses the history of institutionalized child care in Singapore, current child care services, challenges facing child care centers, responsibilities for child care, the alternative Community Childcare Model and the roles of its participants, and strategies for community involvement. (RH)

DOCUMENT RESUME

ED 319 495 PS 018 777

O'Brien, Robert W.; Iannotti, Ronald J.
A Comparison of Mothers' and Children's Reports of Life Stress in the Children's Lives.
PUB DATE- Mar 90
NOTE- 14p.; Paper presented at the Biennial Conference on Human Development (11th, Richmond, VA, March 29-31, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Blacks; Comparative Analysis; Emotional Experience; *Mothers; Parent Attitudes; *Preadolescents; Questionnaires; Reliability; Sex Differences; *Stress Variables; *Test Construction; *Urban Youth
IDENTIFIERS- Parent Reports

A sample of 212 urban, black mothers and their 8- through 12-year-old children responded to questionnaires about the frequency of potentially stressful life events experienced by the children and the feelings the children had when the events took place. A 49-item questionnaire addressed childen's concerns regarding the stress categories of home environment, family, school, drugs and alcohol, money, peers, interpersonal conflict, fear of physical harm, continuity and discontinuity, health, and lifestyle. There were significant differences between mothers' and children's reports on total life stress events and eight of the stress categories. Correlations indicated that mothers may have been valid judges of the relative stress of their children in many categories. However, results of direct comparisons suggested either that mothers were underreporting the frequency and salience of life stress events in their children's lives, or that children, particularly girls, overreported the frequency and magnitude of life stress events in their lives. Surprisingly, discrepancies between mothers and daughters were much more apparent than those between mothers and sons. (RH)

ED 319 496 PS 018 778

Solomon, Judith; George, Carol
Conflict and Attachment: The Experience of Disorganized/Controlling Children.

SPONS. AGENCY- Mills Coll., Oakland, Calif.
PUB DATE- Apr 90
NOTE- 15p.; Paper presented at the International Conference on Infant Studies (7th, Montreal, Quebec, Canada, April, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; *Attachment Behavior; *Conflict; Ethology; *Family Influence; Fear; Helplessness; Hypothesis Testing; Individual Characteristics; *Infants; Predictor Variables; *Young Children

Findings of a study on the relation between 6-year-olds' attachment security and their mental representations of attachment relationships are reported. It was expected that infants whose attachment behavior seemed disorganized would be fearful of their attachment figures and experience themselves as helpless, and that these conditions would be clearly reflected in children's symbolic representation of themselves and their relationships at a later age. To test the hypothesis, children's representations of their relationship to their mothers were assessed by means of a semistructured doll play situation in which an adult companion introduced a neutral story and then moved the child through a series of four stories related to attachment. Children's relationships were classified as secure, avoidant, ambivalent, or controlling. Differences between attachment groups' responses to the story themes of separation and reunion are discussed. The doll play of controlling children confirmed predictions based on the conflict behavior of disorganized infants. Secure children expressed separation fears that originated outside the family. These children appeared to have fairly sophisticated cognitive strategies for integrating fears of separation with a successful resolution. Avoidant and ambivalent children seemed to exclude separation fears from their play and consciousness. Fears of controlling children were expressed in a primitive and chaotic way. (RH)

ED 319 497 PS 018 779

Rosales, Rebecca
Critical Thinking: Toward Intellectual Accountability and Social Responsibility. A Research Project on Critical Thinking, Cooperative Learning and Moral Development.
PUB DATE- May 90
NOTE- 46p.; Master's Thesis, Dominican College.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Cooperative Learning; *Critical Thinking; Elementary Education; *Elementary School Students; *Elementary School Teachers; Moral Development; Questionnaires; *Teacher Attitudes; Teaching Methods; *Theory Practice Relationship

A descriptive study of teacher perceptions of critical thinking skills and implementation of teaching behaviors that foster critical thinking was carried out. Participants were 30 teachers at an elementary school in a small, affluent community in the San Francisco Bay area. Data were gathered by means of a questionnaire administered to a consensus group of classroom teachers, administrators, and others with doctoral degrees and interest, experience, or training in critical thinking skills and strategies. Data were also obtained through a self-study survey of 14 primary school teachers and classroom observation of 80 second graders and 82 kindergartners. Seven 30-minute observation periods were used to gather information on instructional strategies, student involvement, and interaction between teachers and students. Findings indicated that there was a gap between the theory of critical thinking and the instructional strategies that teachers used in their classrooms. Several areas for further investigation are identified. The study's review of literature traces the theoretical relationship between critical thinking, cooperative leaning, problem solving, moral development, and decision making. The critical thinking questionnaire is appended. A total of 45 references are cited. (RH)

ED 319 498 PS 018 780

Neimark, Edith D.; Willett, Walter C.

Comparison of American and African Students on Who Is Admired and Why.

PUB DATE- 90
NOTE- 13p.; Paper presented at the Annual Meeting of the Jean Piaget Society (20th, Philadelphia, PA, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cross Cultural Studies; *Cultural Differences; Elementary Secondary Education; Foreign Countries; Grade 4; Grade 5; *Role Models; *Sex Differences; *Student Attitudes
IDENTIFIERS- *Liberia; *United States

This study examines preadolescents' choice of admired individuals and the reasons given in support of that admiration in two different cultures. Students in the fourth and fifth grades of a public school in East Brunswick, New Jersey and in a Jewish parochial school in the same community comprised the American sample of 100 boys and 115 girls. A West African sample consisted of 74 girls and 77 boys enrolled in grades 5-11 in the Carver Mission School in Monrovia, Liberia. Boys ranged in age from 10-24 years; girls from 10-21. Each student in both samples wrote a brief essay describing the person whom the student most admired and the reasons for that admiration. Some East Brunswick students also completed a rating scale. Liberians admired parents, relatives, and teachers because of what they do for the child and because of their personal qualities. While American children admired parents, boys also admired sports figures and girls admired peers. Sex differences were reflected in the criteria for admiration. Boys were more likely than girls to cite achievement. The role of nationality and gender as determinants of admiration is discussed in relation to Bakan's (1966) concept of agency and communion. Parallels to findings of sex differences in moral judgment were noted. (RH)

ED 319 499 PS 018 781

Easton, John Q.; Storey, Sandra
June 1989 Grade Retention in Chicago Public Elementary Schools. Monitoring and Researching the Effects of School Reform in Chicago.
Chicago Panel on Public School Policy and Finance, IL.
SPONS. AGENCY- Chicago Community Trust, Ill.; Spencer Foundation, Chicago, Ill.

PUB DATE- May 90
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Community Characteristics; *Criteria; Educational Policy; Educational Practices; Elementary Education; *Grade Repetition; *Institutional Characteristics; *Public Schools; *School Districts; Statistical Studies; Tables (Data)
IDENTIFIERS- *Chicago Public Schools; Research Results

This report offers a review of the Chicago Public Schools' official policy on promotion and retention, a discussion of research on the issue of retention, and an analysis of June, 1989 retention rates in Chicago. The first section covers retention and promotion policies in Chicago and other cities and research on the effects of retention and promotion on student achievement and dropping out. The second section presents statistics about retention rates in the Chicago Public Schools. The third section lists June, 1989 retention rates for every grade in each graded elementary school. The schools are grouped by community so that neighboring schools can be compared. An index provides the district number and community of each school. (RH)

ED 319 500 PS 018 783

Head Start: The Nation's Pride, A Nation's Challenge. Recommendations for Head Start in the 1990's. The Report of the Silver Ribbon Panel.
PUB DATE- May 90
NOTE- 75p.; For a related document, see PS 018 784.
AVAILABLE FROM- National Headstart Association, 1220 King Street, Suite 200, Alexandria, VA 22314 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Compensatory Education; *Educational Quality; Financial Support; Guidelines; Leadership; *Outcomes of Education; Poverty; Preschool Education; *Program Development; *Program Effectiveness; *Social Change
IDENTIFIERS- Program Characteristics; *Project Head Start

In the fall of 1989, the National Head Start Association convened a panel of distinguished advisors in an effort to develop recommendations for the future of Head Start. The panel met for 6 months to hear expert opinion and discuss task force reports and relevant policy documents. Over 70 witnesses testified at three hearings held in Washington, D.C., Atlanta, Georgia, and Phoenix, Arizona. More than 1,400 Head Start parents and staff responded to an open-ended survey on program success and future issues. Numerous national organizations provided material and input to the panel's deliberations. This report reflects the issues expressed by those who lent their voices to the effort. Introductory sections of the report are followed by three chapters, which discuss: (1) the program's history, background, and achievements; (2) the challenging new social context facing Head Start and its implications for the program; and (3) recommendations for expanding the program to meet the needs of low-income children and families. Recommendations call for policymakers to build on the strength of Head Start, renew Head Start's leadership role in providing high quality comprehensive services, and expand in a way that meets the needs of children, families, and communities. Concluding remarks state principles for financing and supporting the program. A total of 64 references are cited. (RH)

ED 319 501 PS 018 784

Twenty-five Voices Celebrating Twenty-five Years.

PUB DATE- 9 Dec 89
NOTE- 17p.; Taken from testimony presented to the Silver Ribbon Panel at the National Head Start Parent Association (Phoenix, AZ, December 9, 1989). For a related document, see PS 018 783.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Compensatory Education; *Outcomes of Education; *Parent Participation; Personal Narratives; Preschool Education
IDENTIFIERS- *Personal Experiences; Personal Involvement; *Project Head Start

A total of 25 parents who participated in the Head Start program provided testimony to the Silver Ribbon Panel of the National Head Start Parent Association in a hearing held in Phoenix, Arizona in 1989. Their stories tell of the problems they faced, the benefits of program participation to them and their children, and the nature of services the program provided. (RH)

ED 319 502 PS 018 785

Oestreicher, Jean-Pierre
Dissemination of the Project's Findings: 8th National Seminar (Lisbon, Portugal, September 28-29, 1988). The CDCC's Project No. 8: "Innovation in Primary Education."
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT(88)69
PUB DATE- 1 Mar 90
NOTE- 18p.; For related documents, see ED 315 173-175 and PS 018 786.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Change; *Educational Innovation; Educational Needs; Educational Objectives; Federal Legislation; Foreign Countries; *Primary Education; *Program Implementation
IDENTIFIERS- *Portugal; *Program Characteristics

A national seminar was held in September, 1988, in Lisbon, Portugal for the purpose of disseminating results of the Council of Europe's Council for Cultural Cooperation's project on innovation in primary education. Details of the implementation of the project and problems of primary education in Portugal were discussed at the seminar, which was attended by representatives of each branch of the ministry concerned with primary education. The opening speaker explained that Portugal began to reform its system of education in 1986, when the Portuguese Parliament enacted legislation extending the duration of compulsory schooling to 9 years and covered many aspects of the innovation recommended by the Council of Europe. Problems in Portuguese education concern the increased administrative work load of head teachers, lack of cultural activities in primary education, illiteracy in Portugal, teacher training, and the organization of teaching in primary schools. Other statements by participants concerned main objectives of the Council of Europe and the project on innovation in primary education; broad principles of the 1986 Act on Fundaments of the Portuguese Education System; and the primary innovation project's characteristics, philosophy, trends, results, conclusions, and recommendations. A round table discussion explored innovation and success at school. (RH)

ED 319 503 PS 018 786

Vandenberghe, R.; Leuven, K. U.
Symposium on "Experiences of Innovation in Primary Education in the Netherlands" (Noordwijkerhout, Netherlands, October 24-28, 1988). The CDCC's Project No. 8: "Innovation in Primary Education."
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT(88)73
PUB DATE- 12 Dec 89
NOTE- 66p.; For related documents, see ED 315 173-175 and PS 018 785.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adjustment (to Environment); Cooperation; *Educational Change; *Educational Development; *Educational Innovation; Educational Responsibility; Federal Legislation; Federal Programs; Foreign Countries; *Primary Education; Program Evaluation; Self Evaluation (Groups); Teacher Responsibility; Workshops
IDENTIFIERS- *Netherlands; Teacher Commitment

Educators from Holland and member countries of the Council of Europe attended a symposium on innovation in primary education in the Netherlands. Much of the discussion was based on the evaluation report, "Lessons from Practice: the Primary Education Act Reviewed." Participants evaluated initial, partial research results, and compared Dutch developments with those in other member states. Discussions allowed participants to exchange information about the processes of innovation in primary education in member states. Participants also discussed experiences with the dissemination of the results of the Council of Europe's Council for Cultural Cooperation's project on innovation in primary education. Working groups discussed six principles concerning decentralization of responsibility, commitment of school and teachers to innovation, organizational issues in education, creation of an intermediate level of organization with no power, self-evaluation at the school level, and time factors in planned change. This report of proceedings provides symposium aims and proceedings, background information, a summary of group reports, and material on a report on implementation of the primary education act. Appendices include the program, a list of participants, and reports of working groups. (RH)

ED 319 504 PS 018 787

Escobedo, Theresa H.; Bhargava, Ambika
A Study of Children's Computer-Generated Graphics.
PUB DATE- 15 Apr 90
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art Education; *Childrens Art; Color; Comparative Analysis; *Computer Graphics; *Computer Uses in Education; *Developmental Stages; Freehand Drawing; *Microcomputers; Painting (Visual Arts); *Preschool Children; Preschool Education; Videotape Recordings
IDENTIFIERS- MacPaint; PaintWorks Plus; *Symbolic Representation

This study describes preschoolers' computer-generated graphics. Of specific interest were three questions: (1) What is the nature of children's computer-generated drawings in terms of the developmental stages of art? (2) How do the stages evident in children's computer-generated drawings compare with those in drawings produced with traditional art materials? (3) What evidence is there to indicate that children use the computer as a means of symbolic representation? The primary sources of data were computer-generated graphics produced by four middle-class children with no prior exposure to Apple computers or the mouse attachment. Equipment used to produce the computer graphics included an Apple IIGS computer with color monitor using a PaintWorks Plus software program and a black and white Macintosh SE with MacPaint. Video and audio data were collected in eight 1.5 hour sessions. Findings revealed that computer-generated graphics exhibited the traditional three broad developmental stages of art. Stages evident in computer art were consistent with stages in works produced with traditional art materials. Children used the computer as a medium for creating expressive and symbolic representations that reflected stages of representational development. A bibliography provides 21 citations. (RH)

ED 319 505 PS 018 788

Shelley, Ena M.; And Others

Through the Eyes of Children: A Comparative Study of Children's Perceptions of Parental Roles According to Three Types of Family Structures.
PUB DATE- Nov 89
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Atlanta, GA, November 2-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Family Influence; *Family Structure; Fathers; Mothers; Nuclear Family; One Parent Family; *Parent Role; *Young Children

A pictorial interview with indirect questioning techniques was used to examine the effects of family structure on children's perceptions of parental roles. A total of 121 4-year-olds participated. Interviews focused on caregiving, companionship, and housekeeping, and compared families headed by single custodial mothers, single custodial fathers, and married parents. A Chi-square analysis of the data suggested that children's perceptions of parental roles were independent of family structure. Housekeeping and caregiving were viewed as parts of the mother's role by children in all three family structure groups. Children living with single parents tended to view companionship as part of a mother's role, while children living with married parents believed companionship was shared by both mother and father. Results recommend the childrearing practices of: (1) encouraging boys and girls to engage in all types of play activities; (2) providing nonsexist equipment, toys, and materials; (3) providing positive male role models by encouraging men to enter the field of early childhood education; and (4) providing support to both mothers and fathers as competent partners in the development of their children. (Author/RH)

ED 319 506 PS 018 789

Prawat, Richard S.
The Value of Ideas: The Immersion Approach to the Development of Thinking. Elementary Subjects Center Series No. 20.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

REPORT NO.- CA-G-0098C0226
PUB DATE- Apr 90
NOTE- 34p.
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48424 ($3.25).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Classroom Communication; *Cognitive Processes; Comprehension; Critical Thinking; Elementary Education; Elementary School Students; Guidelines; Research Needs; Teacher Role; Teaching Methods; *Thinking Skills
IDENTIFIERS- *Constructivism; Executive Procedures (Cognition); *Immersion Approach to Thinking

In this paper, discussion covers three approaches to the fostering of higher level thinking in students: (1) the stand-alone approach, in which thinking skills are taught separately from subject matter content; (2) the embedding approach, in which thinking skills are explicitly taught in the context of subject matter content; and (3) the immersion approach, in which thinking skills remain implicit and in-depth understanding of content constitutes a necessary and sufficient condition for development of higher order thinking. Advocates of the third approach argue that it is counterproductive to devote much attention to the explicit teaching of thinking, believing that thinking develops naturally in classrooms where students are engaged in the pursuit of common understanding. The stand-alone approach is briefly discussed. The embedding approach is more extensively discussed, in terms of executive control and critical thinking skills. The immersion approach is extensively discussed in sections focusing on ideas as the central factor in the promoting of thought, examples of the approach, and the role of discourse in the approach. The concluding section of the report indicates a need for further research comparing the immersion and embedding approaches. Cited are 49 references. (RH)

ED 319 507 PS 018 790

McBride, Kathleen
The Child Care Council of Westchester's "Hope for the Homeless."
PUB DATE- May 90
NOTE- 8p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Caregivers; *Community Programs; *Day Care; *Family Day Care; *Homeless People; One Parent Family; Program Descriptions; *Training
IDENTIFIERS- *New York (Westchester County); Program Characteristics

The problem of homelessness in Westchester County, New York has escalated sharply in the past few years. Estimates suggest that 5,000 people live in motels throughout the county. The largest segment of this population consists of families--women with young children. Mothers are often unable to participate in training programs due to a lack of child care. In an effort to address this problem, a model program called the Educational Advantage Program was developed by Westchester County in the summer of 1989. The program provided comprehensive opportunities for motel residents to obtain educational or job skill training. Based at the Elmsford Motor Lodge, the program gave residents access to drug education programs, self-sufficiency classes, health services, and participation in the local Head Start program for children over the age of 2.6 years. Children under this age were cared for in an on-site child care program designed and implemented by the Child Care Council of Westchester. The Council also offered family day care provider training as part of its "Hope for the Homeless" project. (Author/RH)

ED 319 508 PS 018 791

Rogers, Lorelei M.; de Leeuw, Gary J.
Imagery, Language, LOGO and Curriculum.
PUB DATE- 85
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Uses in Education; Concept Formation; Elementary School Students; Foreign Countries; *Imagery; *Integrated Curriculum; *Language Enrichment; Language Usage; *Learning Activities; Map Skills; Pretend Play; Primary Education; Problem Solving; Research Needs; Teacher Role; Transfer of Training
IDENTIFIERS- *Alberta; *LOGO Programing Language

This paper advocates an integrated curriculum in which LOGO would play a role in the intellectual development of children. In particular, it is argued that curricular interventions that occur in the midst of spontaneous learning are most needed when major problems of transfer, generalization, and abstraction are to be solved or when children need assistance in finding knowledge. The integrated curriculum envisioned would not be age or grade specific, but would be developmentally based, reflecting the intellectual and emotional growth of the child. Teachers and other adults should intervene frequently in the LOGO experience in both formal and informal ways, particularly with regard to the introduction of commonly shared learning activities and vocabulary. In such interventions, LOGO should be presented as an important component in a curriculum of concrete experiences designed to help children integrate their learnings and transfer them to problem solving in general. Research that used LOGO to investigate the efficacy of computer use in the teaching of mapping skills to elementary school students identified four kinds of unanticipated problems: syntonic movement, language constraints, transfer of understanding and knowledge, and developmental constraints. Directions for further research are discussed. (RH)

Arrington, Alpheus, Jr.
Developing and Implementing a Middle School Program To Improve the Achievement of Students in Grade Six through Grade Eight.
PUB DATE- 3 Jul 89
NOTE- 126p.; Ed.D. Major Applied Research Project Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Academic Achievement; *Curriculum Guides; Developmental Continuity; *Elementary School Students; Grade 6; Grade 7; Grade 8; Inservice Teacher Education; Intermediate Grades; Junior High Schools; Mathematics Instruction; *Middle Schools; *Program Development; *Program Implementation; Science Instruction; Teacher Effectiveness; Teaching Methods
IDENTIFIERS- *Virginia (King and Queen County)

This practicum report describes the development and implementation of a middle school program in King and Queen County in Virginia's Middle Peninsula designed to improve the achievement of sixth-, seventh-, and eighth-grade students whose achievement scores were consistently lower than national and state averages. A literature review and interviews were conducted as a basis for discussion of the problem and presentation of intervention strategies. Solution strategies included: (1) implementation of in-service training designed to increase teachers' and administrators' knowledge of effective instructional practices appropriate for middle school students; (2) development and implementation of curriculum guides in mathematics and science for grades 6-8; and (3) establishment of regular meetings to improve the continuity of the middle level program. Terminal objectives were achieved in reading for grades 6-8 and in mathematics and science for 8th grade. Sixth through eighth grade achievement scores increased from March, 1988 to March, 1989. Curriculum guides in mathematics and science for grades 6 through 8 were developed and used. In-service training workshops were conducted and grade-level "articulation meetings" were held on a regular basis. (RH)

DOCUMENT RESUME

ED 319 510 PS 018 794

Innes, Ruth S.
Developing and Instituting a Parenting Course for Parents of Children Ages 3 through 14 Years.
PUB DATE- 90
NOTE- 56p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Rearing; *Communication Skills; *Family Problems; *Instructional Development; *Nuclear Family; *Parenting Skills; Program Effectiveness; Program Implementation
IDENTIFIERS- *Course Development

A licensed counselor working in a privately owned mental health facility implemented a practicum study designed to improve the parenting skills and quality of family communication in families with children between 3 and 14 years of age. Practicum goals were to: (1) give parents information that would improve their parenting skills; and (2) increase cooperative interaction among participating family members. A survey was administered to potential class members to determine what communication and parenting skills were of concern to them. Based on these expressed needs, a parenting class was developed. Practicum evaluation data indicated positive changes in the quality of family communication. Parents significantly improved in parenting skills. Survey instruments are appended. A total of 34 references are cited. (RH)

ED 319 511 PS 018 795

Feagans, Lynne V.; And Others

Attention to Language in Day Care Attending Children: A Mediating Factor in the Developmental Effects of Otitis Media.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.
PUB DATE- Apr 90
NOTE- 15p.; Poster presented at the International Conference on Infant Studies (7th, Montreal, Quebec, Canada, April 19-22, 1990).
GRANT- MCJ-420565
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention; Day Care; *Diseases; Early Childhood Education; *Hearing Impairments; Individual Development; *Infants; *Language Acquisition; Oral Reading
IDENTIFIERS- *Distractibility; *Otitis Media

Three ways in which otitis media may affect development of hearing are explored. First, developmental effects may be due to illness in general; second, otitis media may cause fluctuating hearing loss which may lead to deficits in language in many areas; and, third, fluctuating hearing loss may have only a temporary effect on the acquisition of language and other processes, and recovery may be rapid when hearing returns to normal. Each of the 50 children in the sample was seen each week by a nurse who screened the children for signs of illness. Otitis media was diagnosed through a combination of pneumatic otoscopy and immittance audiometry. All children with signs of illness were then assessed by a physician. In an effort to examine the relationship between otitis media and attention, children were given a book-reading session when they were well, ill, and had otitis media. In addition, parents and day care teachers rated children's distractibility. The findings, which were based only on children between 12 and 18 months of age, revealed that even when well, children with high otitis media did not attend to language as much as children with lower levels of otitis media. These results suggest early effects of the disease. (RH)

ED 319 512 PS 018 796

Manlove, Elizabeth E.; Feagans, Lynne V.

Links between Infant Day Care and Family Environment: Care Arrangements and the Role of the Father.

PUB DATE- Mar 90
NOTE- 11p.; Poster presented at the Biennial Conference on Human Development (Richmond, VA, March 29-31, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; *Day Care; Demography; *Dual Career Family; Early Childhood Education; Emotional Experience; Family Structure; *Fathers; Infants; *Parent Participation
IDENTIFIERS- *Infant Care

This study addresses two central issues regarding father involvement in dual earner families using infant day care: (1) Which people are with an infant over the course of a day and which perform key child caregiving tasks? and (2) Are structural and emotional factors in the family associated with father involvement? A total of 41 infants from 3 day care centers in Central Pennsylvania were studied. Data were gathered on demographic and background characteristics, structural variables, child care arrangements, family environment, and father involvement. Findings indicated that parents of infants in day care spent almost three-fourths of the infant's waking hours caring for and being with the infant. Fathers spent more time and engaged in more caregiving tasks than in previously reported studies of single earner households. Father involvement was associated not only with the number of hours the child was in day care, but also with measures of the emotional and structural climate of the family. Traditional demographic features such as occupational status and sex of the child were not related to father involvement. It is concluded that the most significant thing about infants in dual earner families is that the structure and operation of their families differs from those of single earner families. (RH)

ED 319 513 PS 018 797

Volling, Brenda; And Others
The Effects of Infant Day Care on Children's Social Behavior: An Examination of Within-Group Differences.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.
PUB DATE- Apr 90
NOTE- 20p.; Paper presented at the International Conference on Infant Studies (7th, Montreal, Quebec, Canada, April 19-22, 1990).
GRANT- MCJ-420565

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; Behavior Problems; Child Caregivers; *Day Care; *Family Environment; *Family Influence; *Individual Characteristics; Infants; Interpersonal Competence; Mothers; *Social Behavior
IDENTIFIERS- Distractibility; *Infant Care; *Program Characteristics

This study examined the influence of the family environment, day care in the infant's first year, and the fit between child characteristics and the caregiving context as correlates of children's social behavior. Subjects were 39 Caucasian infants and their mothers and caregivers. Mothers and caregivers were asked to rate children's behavior on a series of items related to four composites of children's social behavior: sociability, distractibility, difficulty, and aggression/disobedience. All families were interviewed about the family's background and the child's day care experience. Mothers completed the Family Environment Scale's subscales on expressiveness, conflict, independence, and control. The fit between children's characteristics and their caregiving environments was assessed by means of a list of 20 desirable and 20 undesirable child behaviors which was given to mothers and caregivers. Findings revealed that individual differences in children's social behavior were influenced by the family environment and the relationships the children established with their parents and caregivers. Results suggested that the fit between children and the significant adults in their lives was much more promising for explaining variance in children's behavior than explaining the day care experience. (RH)

ED 319 514   PS 018 798

Wineburgh, Adele C.

The Effect of Enthusiastic Teaching on the Listening Comprehension of Kindergarten Children.

PUB DATE- 90
NOTE- 73p.; Research project report, Mercer University, Atlanta, GA.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Affective Behavior; Childrens Literature; Classroom Research; Comparative Analysis; Definitions; *Kindergarten Children; *Listening Comprehension; Literature Reviews; Primary Education; *Reading Aloud to Others; *Teacher Role
IDENTIFIERS- *Enthusiasm; Research Results

This study examined the effects of enthusiastic teaching on the listening comprehension skills of kindergarten children. Subjects were 26 kindergartners who were evenly divided into experimental and control groups. Twelve pieces of literature were read to each group 3 days a week for 4 weeks. Teachers read to the experimental group in a highly enthusiastic manner and to the control group in an unenthusiastic manner. After each story, a test was administered in an effort to gauge the effect of teacher enthusiasm on children's listening comprehension. Findings indicated that enthusiastic teaching did not significantly affect children's listening comprehension skills. An extensive review of the related literature provided information on the definition of enthusiasm, instruments developed to rate enthusiasm in teachers, studies of enthusiasm, listening comprehension, the importance of literature and reading aloud in improving listening comprehension, and development of listening skills by the method of asking children questions after reading aloud to them. Related materials, such as measures used and a list of the children's books read, are appended. A total of 46 references are cited. (RH)

ED 319 515 PS 018 799

Jarvis, Patricia A.; Creasey, Gary L.

Relationships between Parenting Stress, Marital Stress, and Social Support for Mothers and Fathers.

PUB DATE- 30 Mar 90
NOTE- 11p.; Paper presented at the Biennial Conference on Human Development (11th, Richmond, VA, March 29-31, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; Children; Family Life; *Family Relationship; Fathers; Individual Development; Mothers; *Parents; *Social Support Groups; *Spouses; *Stress Variables
IDENTIFIERS- *Dyadic Adjustment

This investigation explored relationships between parenting stress, dyadic adjustment, and social support in families with normal healthy infants of 18 months of age. It was expected that parenting stress would be high when social support was absent and that this would be related to poor marital relationships. Participants were 34 families consisting of a mother, father, and their biological child. In 14 families, the child was the first born. Each parent completed the Parenting Stress Index, the Dyadic Adjustment Scale, and the Family Social Support Scale. High parenting stress was found to be negatively related to marital adjustment. However, there were no significant relationships regarding social support. Findings support the need for further analyses of the effects of parenting stress and poor dyadic adjustment on child development. (RH)

ED 319 516 PS 018 803

How To Talk to Your Teens and Children about AIDS = Como hablar con sus adolescentes y sus ninos sobre el SIDA.

National PTA, Chicago, Ill.

PUB DATE- Jan 88
NOTE- 25p.
LANGUAGE- English; Spanish
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; Children; Communication (Thought Transfer); Guidelines; *Parent Child Relationship; Parent Responsibility

Two brochures, one in English and one in Spanish, provide parents with basic information that will enable them to educate their children about Acquired Immune Deficiency Syndrome (AIDS). Contents address 11 questions: (1) What is AIDS? (2) How do you get AIDS? (3) How is AIDS not spread? (4) Who can get AIDS? (5) How can you tell if someone has AIDS? (6) Is there a cure for AIDS? (7) How can you protect your teens and children from AIDS? (8) What do you say to your teens and children about AIDS? (9) What should you do when someone you know has AIDS? (10) What about the danger of AIDS in school? and (11) Should schools teach about AIDS? Sources of additional information are listed. (RH)

ED 319 517 PS 018 805

Zobairi, Nillofur; Gulley, Beverly
The Told Tale: Oral Storytelling and the Young Child.

PUB DATE- Nov 89
NOTE- 21p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Atlanta, GA, November 2-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary School Curriculum; *Elementary School Students; Guidelines; Individual Development; Language Skills; Listening Skills; *Oral Language; *Preschool Children; Preschool Curriculum; Primary Education; *Story Telling; *Student Role; *Teacher Role

The importance of oral storytelling for children is examined. Inital discussion focuses on: (1) the purpose and benefits of storytelling; (2) the importance of storytelling in the early childhood setting; (3) development of language skills, including oral communication, nonverbal communication, and mastery over story material and story language; (4) the fostering of listening skills; (5) stimulation of imagination and creativity; and (6) development of social and other personal skills. The discussion of storytelling in the classroom extensively explores the topics of the teacher as storyteller and the child as storyteller. Guidelines for teachers are included in the discussion. (RH)

ED 319 518 PS 018 806

Kuczynski, Leon; Kochanska, Grazyna
Predicting Children's Problem Behaviors from the Content of Maternal Demands.
PUB DATE- 22 Apr 90
NOTE- 13p.; Paper presented at the International Conference on Infant Studies (7th, Montreal, Quebec, Canada, April 22, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Age Differences; *Behavior Problems; *Communication (Thought Transfer); Communication Research; Compliance (Psychology); Depression (Psychology); Family Environment; Incidence; Individual Differences; Longitudinal Studies; *Mothers; *Parent Influence; *Preschool Children; *Prosocial Behavior; Social Development; Socialization; Socioeconomic Status; Toddlers; Videotape Recordings
IDENTIFIERS- *Demands (Speech Acts)

Relationships between the function and content of maternal interventions to control their toddlers' behavior and behavior problems and compliance in the child's fifth year were studied. Naturalistic observation of 51 dyads consisting of depressed and nondepressed mothers and their children who were 1.5 to 3.5 years old at the time of first observation and 5 years old during the second observation revealed that "do commands," interventions regarding chores, and interpersonal behaviors increased with age during the toddler period, while interventions concerning protection of objects decreased. Interventions concerning prosocial behaviors and chores tended to be positively related with "do commands." Interventions concerning self-control, protection of objects, and location were positively associated with "don't commands." There were several correlations between the content and function of maternal controls and socioeconomic status and contemporaneous measures of children's compliance. Maternal use of "do commands" and commands regarding prosocial issues, chores, and location of child at the time of the first obervation were associated with fewer behavior problems in the child's fifth year. Maternal commands focusing on regulation of interpersonal and self-control issues were associated with more behavior problems among 5-year-olds. The frequency of "do commands" and control issues concerning chores, interpersonal behaviors, and cognitive and play activities at the first observation were also predictive of children's compliance at the second observation. Findings are discussed in terms of parental socialization pressures, maturity demands, and potential contributions of child's behavior. (Author/RH)

ED 319 519   PS 018 807

Children's Television Act of 1989. Senate Report together with Minority Views of the Senate Committee on Commerce, Science, and Transportation on S. 1992. One Hundred First Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Committee on Commerce, Science, and Transportation.

REPORT NO.- Senate-R-101-227
PUB DATE- 89
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Certification; *Childrens Television; Commercial Television; Educational Television; *Federal Legislation; Government Role; Programing (Broadcast); *Standards; *Television Commercials; Television Viewing
IDENTIFIERS- Congress 101st; Federal Communications Commission; License Renewal; Proposed Legislation

For this document the Senate Committee on Commerce, Science, and Transportation reports favorably on the Children's Television Act of 1989 and recommends that it be passed. The aims of the legislation are to increase the amount of educational and informational television programming available to children and to protect children from overcommercialization of programming. The bill: (1) establishes limits on the amount of time that can be devoted to commercials during a children's program; (2) requires the Federal Communications Commission (FCC) to consider at the time of license renewal whether the licensee has provided programming designed to meet educational and informational needs of preschool and school-age children; and (3) requires the FCC to complete an inquiry concerning program-length commercials and to scrutinize more closely and expeditiously complaints about program-length commercials. Contents of this report concern the relation of children's television to the FCC and to commercialization practices, findings concerning children's television, the constitutionality of the legislation, license renewal, and other topics. A section-by-section analysis lists findings of Congress concerning children and television, and discusses standards for children's television programming, broadcast license renewal, and program-length commercials. Changes in the law and minority views are reported. (RH)

ED 319 520 PS 018 808

The Teacher's Ongoing Role in Creating a Developmentally Appropriate Early Childhood Program: A Self-Study Process for Teachers of Children Ages 5-8.
Connecticut State Dept. of Education, Hartford.

PUB DATE- 90
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Check Lists; Classroom Environment; Early Childhood Education; *Educational Assessment; Evaluation Methods; Family School Relationship; *Independent Study; *Instructional Materials; Integrated Curriculum; Learning Centers (Classroom); *Profiles; Program Development; *Program Improvement; School Community Relationship; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- *Developmentally Appropriate Programs; Professional Behavior

This self-study instrument is designed to support teachers' efforts to implement an early childhood program for children of 5-8 years of age that reflects the qualities of developmentally appropriate programming described in Connecticut's Guide to Program Development for Kindergarten (1988). The contents, which are presented in checklist format, focus on: (1) the learning environment; (2) the integrated curriculum; (3) roles of players in the program; (4) evaluation; and (5) partnerships among home, school, and the community. The learning environment is considered in terms of room arrangement, use of space and time, equipment, materials, supplies, scheduling, and tone of the program. The section on the integrated curriculum focuses on interactive learning play, activity centers, and themes. The section on roles of program participants focuses on teachers, children, teacher assistants, parents and other volunteers, specialists, and administrators. Evaluation is approached in terms of program continuity, observation and recording of children's behavior and growth, and the planning of the program. Content on partnerships between home, school, and community concerns family patterns and needs, and the building of an early childhood continuum. Teachers' guidelines for using the instrument are provided. It is emphasized that the rough profile of developmentally appropriate practices that the instrument provides is not to be used as part of an evaluation. (RH)

ED 319 521 PS 018 809

Harris, Sally
Opening Our Doors: Taking Public Library Service to Preschool and Day-Care Facilities.
Pioneer Library System, Norman, OK.
PUB DATE- 90
NOTE- 28p.; Color photographs and drawings may not reproduce well.
AVAILABLE FROM- Pioneer Library System, 225 North Webster, Norman, OK 73069 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care Centers; *Delivery Systems; Early Childhood Education; Family Programs; *Instructional Materials; *Learning Activities; *Library Services; *Preschool Education; Program Descriptions; Program Development
IDENTIFIERS- Oklahoma (Norman)

The Opening Our Doors Project of the Pioneer Library System of Norman, Oklahoma takes public library service to preschool and day care facilities by means of learning kits housed in tote bags. The sturdy, zippered tote bags are full of books, games, toys, learning folders, and so forth. There is a tote bag for each of 75 different topics. Topics covered include Animal Babies, Dinosaurs, Native Americans, Safety, Water, Weather, Winter, Colors, Counting, Feelings, Opposites, and Senses. By way of illustration, the tote bag on the topic of Native Americans contains 5 books and 26 additional items, which range from musical instruments, posters, an audio cassette, and stamp and stamp pads, to masks, necklaces, a war bonnet, and a peace pipe. Also included in the tote is a learning folder with a list of contents, a sheet of learning activities, a resource sheet, a bibliography, a list of topics, and recipes for a bubble-blowing mixture, and tempera and finger paint. This amply illustrated brochure describes the project in terms of need, basic idea, marketing, costs and resources, and results. The learning kits were so popular in preschool and day care facilities that parents requested kits for use at home. A list of learning and parenting kits, and lists of the contents of sample learning and parenting kits, are provided. (RH)

ED 319 522 PS 018 813

The Challenge of Early Childhood Care and Education: An Agenda for Action.

Bernard Van Leer Foundation, The Hague (Netherlands).

PUB DATE- Feb 90
NOTE- 17p.; Photographs will not reproduce clearly. Prepared for the World Conference on Education for All (Jomtien, Thailand, March 5-9, 1988).
AVAILABLE FROM- Bernard van Leer Foundation, P.O. Box 82334, 2508 EH The Hague, The Netherlands (no price quoted).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Development; Community Involvement; Day Care; *Developing Nations; *Early Childhood Education; *Educationally Disadvantaged; Foreign Countries; Global Approach; Government Role; Guidelines; Parent Participation; Parents as Teachers; Preschool Education; Primary Education; Profiles; Program Development
IDENTIFIERS- Brazil; Colombia; Great Britain; Israel; Kenya; Mozambique; Nigeria; *Program Characteristics; Thailand

Accounts of achievements in early childhood care and education in developing countries supplement a discussion of optimal programming. The document begins with background information on problems in educational provision and a rationale for a national focus on early education. Discussion then turns to: (1) parents as prime educators; (2) involvement of the community; (3) program replication; (4) development of partnerships between parents and the community; (5) new ways of working for governments, service agencies, and educators; (6) governmental roles; and (7) community development in action. Supplementary profiles detail benefits of early childhood care and education in Colombia, community involvement in Nigeria, community ownership of schools in Kenya, an early childhood and community project in Arab communities in Israel, Alabama's Federation of Child Care Centers' peer education project on countering negative racial scripting, the Bristol Child Development Project in England and Wales, France's Schools Without Frontiers preschool program in the Chian Kham refugee camp in Thailand, the development of "little schools" and teacher training programs in Mozambique, and the development of a preschool program with health and community action components in rural Brazil. Newsletters, occasional papers, seminar reports, books, videos, and publications in Portuguese and Spanish are announced. (RH)

ED 319 523 PS 018 814

Hayes, Cheryl D., Ed.; And Others
Who Cares for America's Children? Child Care Policy for the 1990s.

Panel on Child Care Policy. Prepublication Copy.
National Academy of Sciences - National Research Council, Washington, D.C.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.; Ford Foundation, New York, N.Y.; Foundation for Child Development, New York, N.Y.
PUB DATE- 90
NOTE- 362p.
AVAILABLE FROM- National Academy Press, 2101 Constitution Avenue, N.W., Washington, DC 20418.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Day Care; Day Care Centers; *Delivery Systems; Early Childhood Education; *Educational Quality; Family Day Care; *Futures (of Society); *Individual Development; Outcomes of Education; *Program Content; Public Policy; Research Needs; Social Change; Sociocultural Patterns; Standards
IDENTIFIERS- Research Results; State Regulation

A report by the Panel on Child Care Policy, an interdisciplinary panel established in 1987 to review and assess knowledge about the costs, effects, and feasibility of alternative child care policies and programs as a basis for future decision making 13 presented in this document. An executive summary and introductory first chapter are followed in Chapter 2 by a summary of trends in work, family structure and income, and child care which points out the implications of these trends for the supply of and demand for alternative child care. Chapter 3 traces the development of child care research. Chapter 4 reviews knowledge about the quality of care and children's developmental needs at various ages and stages of development. Chapter 5 highlights knowledge concerning the best practices for safeguarding children's health and safety, and for the design and implementation of child care services. Chapter 6 examines the delivery system for child care and early childhood education programs. Chapter 7 focuses on public policies and programs at federal and state levels. Employer policies and benefit programs are also considered. Chapter 8 discusses tradeoffs between quality, availability, and affordability, and the extent to which each of these qualities would be affected by proposed policies. Chapter 9 outlines directions for future data collection and research. Chapter 10 presents the Child Care Policy Panel's priorities for future policy and program development. Appendices provide information on state regulations for family day care and center care and professional standards for early childhood programs. A total of 543 references are cited. (RH)

DOCUMENT RESUME

ED 319 524 PS 018 817

de Rivera, Joseph
The Adult Experience of Anger: Implications for Research on Children.
PUB DATE- Apr 89
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Anger; Children; Context Effect; *Early Experience; *Emotional Experience; Etiology; *Moral Values; Research Methodology; Social Behavior; *Socialization; *Value Judgment

Conceptual encounter methodology has been used to investigate the experience of anger. With this method, investigators have attempted to construct an abstract structure that describes essential features of the experience being investigated. People are interviewed about concrete examples of the experience, given the abstract conceptualization, and asked to indicate in which cases the description fits and in which it does not. When the method was used in this study of the experience of anger, findings revealed that persons never reported simple frustration over not getting something they wanted. Rather, their experience was that something different should happen. People described what should be rather than just what they wanted. The "I want" of anger implies, "I should have it--and I am entitled to it." When adults talk about their experiences of anger, they frequently seek something for which to blame another, so that anger can occur. Children also use these constructions. (RH)

ED 319 525   PS 018 818

Feng, Jianhua

Science, Sciencing and Science Education: An Integrated Approach to Science Education in Early Childhood.

PUB DATE- 87

NOTE- 15p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Guidelines; *Preschool Children; Preschool Education; *Science Education; *Science Instruction; *Teacher Role; *Teaching Methods

This article discusses the nature of science and of the child, and the implications of these natures for the teaching of science in the preschool. It is argued that science has three interrelated aspects: content, process, and attitude. Science education should integrate all three aspects. Content can be separated into the areas of physical, life, and earth science. Process concerns the inquiry skills that children must develop to be directly involved in gathering, organizing, analyzing, and evaluating content. Attitude involves the development of a scientific attitude that includes openness and objectivity. It is argued that children learn best through active hands-on activities and that they should be encouraged to actively explore and construct their own knowledge. Teachers should be aware of daily experiences that might involve science; make available a variety of equipment and materials; and remember that meaningful learning is an active, self-regulated process. (RH)

ED 319 526   PS 018 821

El-Sheikh, Mona; Cummings, E. Mark
Control as a Moderator of Children's Responses to Angry Interactions.
PUB DATE- Mar 90
NOTE- 25p.; Paper presented at the Biennial Conference on Human Development (11th, Richmond, VA, March 29-31, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Affective Behavior; *Anger; Coping; *Emotional Experience; Heart Rate; *Preschool Children; Preschool Education; *Self Control; *Stress Variables
IDENTIFIERS- *Childhood Experiences

This exploratory study examined children's sense of control as a cognitive and perceptual context for responding to the expression of interadult anger. Children's cardiovascular, electrodermal, and self-reported emotional responses to the angry interaction of adults were measured. Perceptions of control were manipulated in two ways: by giving children the option of terminating an angry interaction by pushing an escape button and by describing an intervention strategy for angry people to use. Participants were 43 preschool children and their mothers. Findings revealed that differences in perceived control were related to differences in children's cardiovascular, electrodermal, and self-reported emotional responses to interadult anger and resolution. The introduction of control may have increased distress in children. It is also possible that giving children a sense of control aroused them and that not giving children control increased a sense of helplessness about the situation. It is pointed out that given the relatively small changes observed in heart rate and skin conductance response and level, the clinical significance of the findings should be interpreted with caution. Cited are 30 references. (RH)

ED 319 527 PS 018 822

Bidne, Rosemary E.
A Study of "Developmentally Appropriate" Kindergarten Programs in Practice.
PUB DATE- Jun 89
NOTE- 45p.; Paper presented at the Biennial Conference on Human Development (11th, Richmond, VA, March 29-31, 1990). Master of Education Field Research Report, National College of Education.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Early Childhood Education; *Educational Practices; *Kindergarten; *Open Education; *Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- *Developmentally Appropriate Programs

It is suspected that educators have many interpretations of developmentally appropriate practice and, therefore, a wide variety of practices exist in classrooms labeled "developmentally appropriate." This study investigated daily practices of 10 full-day public school kindergarten programs identified as "developmentally appropriate" by teachers or principals, or in literature describing the programs. Observations were used to assess the degree to which programs engaged in developmentally appropriate practices and the openness in program structure. Results indicated that there was a wide range of practices in the classrooms and a strong positive relationship between developmentally appropriate practices and degree of openness in program structure. (PCB)

ED 319 528 PS 018 826

Robinson, Nancy M.; Weimer, Linda J.

Early Admission to Kindergarten and First Grade.

PUB DATE- 18 Apr 90
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Admission Criteria; Decision Making; *Early Admission; Enrollment; Equal Education; *Grade 1; Guidelines; *Kindergarten; Primary Education; Program Descriptions; School Entrance Age; Screening Tests; *State Legislation; Student Problems
IDENTIFIERS- *Research Results; State Regulation; *Washington

This paper discusses research on early entrance to public school and individual decisions regarding early entrance. The discussion of research findings briefly alludes to four areas of research relevant to the early admission of children to kindergarten and first grade. These areas of research concern: (1) attitudes of school personnel; (2) comparison of the achievement and school problems of "unselected" children who are young for their grade with the achievement and school problems of their classmates; (3) children carefully selected for early entry; and (4) the predictive validity of measures of early intellectual development and academic advancement. Discussion then addresses aspects of Washington State legislation that establishes conditions for the early school enrollment of children as young as 4 years, 9 months. These conditions involve system-relevant and family-relevant issues, the status of the child's skills and abilities, and the availability of other options. Equity issues are briefly considered. Concluding discussion addresses the issue of living with judgment calls and compromises. Two tables list titles of preferred and alternative kindergarten and first-grade screening tests and issues and guidelines to be considered by those who make decisions about individual instances of early entry. (RH)

ED 319 529 PS 018 827

Putnam, Sarah E.; Self, Patricia A.
Social Play in Toddlers: Teacher Intrusions.
PUB DATE- 88
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Discipline; *Early Childhood Education; *Play; *Sex Differences; *Teacher Behavior; *Teacher Student Relationship; Teaching Experience; *Toddlers

The effects of child gender and teacher experience on the intrusions of teachers into young children's play were studied. A classroom of 15 children (mean age 34 months), which was supervised by a lead teacher, graduate assistants, and undergraduate student teachers, was observed. Teacher intrusions into the children's play were coded as requests, distractions, commands, or corrections. Results indicated that verbal requests, distractions, commands, and corrections from teachers were more frequently directed at males than at females. Experienced teachers provided more commands and corrections than did less experienced teachers. (Author/PCB)

ED 319 530   PS 018 829

Strober, Myra H.; And Others
Child Care Centers as Workplaces.
SPONS. AGENCY- Stanford Univ., CA. Center for the Study of Families, Children, and Youth.; Stanford Univ., Calif. School of Education.
PUB DATE- Apr 89
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administration; Administrators; Comparative Analysis; *Day Care Centers; Early Childhood Education; Fringe Benefits; *Job Satisfaction; Nonprofit Organizations; Parent School Relationship; Professional Development; Program Improvement; Teacher Aides; *Teacher Attitudes; Teacher Salaries; Teacher Student Relationship; *Work Attitudes; *Work Environment
IDENTIFIERS- *California (Santa Clara County); Management Styles; Profit Making; Sponsors; Staffing Patterns

For this exploratory study, 20 child care aides, teachers, and directors in 4 different types of child care centers in Santa Clara County, California, were interviewed. The four centers were: (1) a nonprofit center subsidized by the state that served 166 children of AFDC-eligible parents or parents in job training programs; (2) a nonprofit center serving 115 children that was subsidized by a local social service agency; (3) a private, for-profit center that served 163 children and was funded entirely by parent fees; and (4) a private, for-profit center that was part of a nationally franchised chain. Respondents were asked background questions and questions about their education and training, their decision to enter the field and to take their current job, their current working conditions and job satisfaction, and their thoughts about alternative jobs. Findings are presented in sections on pay and benefits, adequacy of staffing, managerial skills and style of directors, opportunities for professional development, and relations with children and parents. Concluding discussion summarizes several inexpensive policies which were thought by the respondents to enhance job satisfaction. (RH)

ED 319 531 PS 018 830

Yeager, Kenneth E.; Strober, Myra H.
Financing Child Care through Local Taxes: One City's Bold Attempt.
SPONS. AGENCY- Stanford Univ., CA. Center for the Study of Families, Children, and Youth.; Stanford Univ., Calif. School of Education.
PUB DATE- Jan 90
NOTE- 45p.; Appendix (1 page) will be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Day Care; Early Childhood Education; *Educational Finance; Elections; Interviews; *Local Legislation; *Political Issues; *School Taxes
IDENTIFIERS- *California (Fremont); *Voting Behavior

The Fremont, California City Council placed a measure on a June 1989 ballot that asked residents whether a tax should be levied to pay for child care services. The measure was devised in response to the conclusion of a task force that had been appointed by the council to study child care. The task force concluded that there was an extreme shortage of affordable child care and the shortage would continue because of the large number of people expected to move into the city in the next decade. In an attempt to avoid placing the financial burden of child care exclusively on real estate developers, the council worked with city staff to design a plan to levy a $12 a year property tax on all residential dwelling units; to add a 20 percent surcharge to business taxes; and to impose a new developer fee. Proponents of the measure campaigned on the issues of safety, city prestige, and the low cost of the proposal. Opponents argued that the measure was too costly, poorly conceived, and inadequate. This paper reports on interviews with local policymakers and results of an exit poll conducted on election day. The paper concludes by identifying reasons why the measure lost by a four to one margin. (RH)

ED 319 532 PS 018 833

Klein, Jeanne; Fitch, Marguerite
First Grade Children's Comprehension and Recall of "Noodle Doodle Box." A Final Report.
PUB DATE- Jun 90
NOTE- 168p.; Photographs will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Aesthetic Education; Audience Response; Cognitive Ability; Cognitive Development; Comparative Analysis; *Comprehension; *Drama; *Elementary School Students; Grade 1; *Nonverbal Tests; Primary Education; Questionnaires; *Recall (Psychology); Television Viewing; *Theater Arts
IDENTIFIERS- *Theatre for Young People; University of Kansas

First grade students (38) viewed a theater production on the theme of friendship in a study designed to determine the degree of the students' dramatic literacy. General objectives of the study were to: (1) compare children's learning from live theater with their learning from television; (2) describe what children knew about the play they saw and heard and the ways in which they recognized, perceived, and interpreted the verbal, aural, visual, and psychological features of theater in their efforts to comprehend dramatic content; (3) determine the contribution of visual, verbal, and aural aspects of theater to children's process of conceptualization; (4) describe the extent to which comprehension is a function of children's cognitive development and a function of the form and content of plays; (5) compare children's comprehension of a play with the theater artists' intentions; (6) explore and develop new nonverbal means of testing young children on an audiovisual theatrical event; and (7) evaluate University of Kansas Theatre for Young People productions for accountability in arts education. Results are discussed. Appendices provide the questionnaire, materials used in the interviews, a description of behavioral reactions of audiences at performances, data coding guidelines, tables, and results of teacher evaluations of the learning experience. A total of 57 references are cited. (RH)

ED 319 533 PS 018 834

Knippenberg, Rudolph; And Others
The Bamako Initiative: Primary Health Care Experience. Children in the Tropics: Review of the International Children's Centre.
International Children's Centre, Paris (France).
PUB DATE- 90
NOTE- 99p.
AVAILABLE FROM- "Children in the Tropics," International Children's Centre, Chateau de Longchamp, Bois de Boulogne, 75016 Paris, France ($12.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Children; *Community Role; *Cost Effectiveness; Foreign Countries; Information Systems; Management Systems; Mothers; *Primary Health Care; Program Costs; Program Descriptions; *Program Effectiveness; Program Implementation; *Program Improvement; Supervision; Training
IDENTIFIERS- *Benin; *Guinea; Logistical Support; Service Sustainability

During the 1987 World Health Organization's Regional Assembly, the Ministers of Health of the African States launched the Bamako Initiative, an effort aimed at reorganizing the health system to ensure universal, permanent accessibility of maternal and child health services. Three conditions were initially seen as necessary for success: improvement of service effectiveness, minimization of service costs, and assurance of service sustainability. Two West African countries, Benin and Guinea, started the process of implementing such a policy at a national level in 1986, even before the Bamako Initiative had been formulated as a strategy. This issue of "Children in the Tropics" presents reports of these two countries' experience with the Bamako Initiative, focusing on the strategies selected, field implementation, responsibilities at each level of organization, and the lessons learned in the course of work. Background information on the initiative is followed by discussion of: (1) the reorganization of primary health care in Benin and Guinea; (2) the process of increasing the effectiveness of primary health care; (3) minimization of the costs of primary health care; (4) assured sustainability of primary health care; (5) logistical support; (6) training and supervision; and (7) an information and management system for primary health care. Schedules, registers, cost lists, charts, and forms are included. (RH)

ED 319 534 PS 018 839

Smith, Miriam W.; McCabe, Allyssa
Socrates versus the Drill Sergeant: Dimensions of Variation in Preschool Teachers' Discourse.
PUB DATE- 90
NOTE- 30p.; A version of this paper was presented at the American Educational Research Association Annual Meeting (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Classroom Research; *Classroom Techniques; Group Instruction; Play; Preschool Education; *Preschool Teachers; *Questioning Techniques; *Story Reading; Teacher Behavior
IDENTIFIERS- Transition Time

This study of dimensions of variation in preschool teachers' classroom talk involved 10 white, middle-class, experienced teachers in developmental classes. Audio recordings and observations were made of 30 minutes of free play time, 5 minutes of transition time, and 25 minutes of group time. For 8 of the teachers, group time included 10 minutes of story reading, which was analyzed separately. Recordings were complemented by field notes. Transcripts of recordings were coded for eight types of questions, six types of controlling strategies, and five other speech acts. Time of day had a significant effect on the variables. Principal components analyses of the variables for free play, transition, group time, and story reading consistently produced two components that maximally differentiated teachers from each other: (1) a tendency to solicit, clarify, and echo children's responses; and (2) a controlling tendency involving direct and indirect commands and controlling questions. These two dimensions of variation are discussed in relation to Nelson's (1973) positive cognitive and negative social parental discourse styles. For story reading, these dimensions are further related to Dickinson and Keebler's (1989) analysis of interactive versus performatory book reading styles. (Author/RH)

ED 319 535 PS 018 841

Nurss, Joanne R.
"I Can Read That": Using Logos in the Early Childhood Classroom.
PUB DATE- Oct 88
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; Context Effect; *Dramatic Play; Early Childhood Education; Guidelines; *Learning Activities; *Learning Centers (Classroom); *Young Children
IDENTIFIERS- *Brand Names

The use of logos in the early childhood classroom is one aspect of a rich written language environment in which the young child can begin to acquire literacy in a meaningful way. The early childhood classroom provides many opportunities for the use of logos in context. Sociodramatic play provides one such opportunity. Whether the play is arranged around a home center or other theme, it will provide ample opportunities to include packages, signs, and labels appropriate to particular themes. This form of exposure to print in a meaningful context will help children begin to make the transition to reading out of context, the next step toward fluent reading. Examples of uses of logos and print in classroom learning centers--including the home center, block center, and other centers, such as the fast-food restaurant, supermarket, toy store, airport, and post office--are included. (RH)

ED 319 536 PS 018 843

Mayesky, Mary E.

Trying a New Way: Innovative Teacher Certification Program for Teachers of Young Children--Duke University.

PUB DATE- Nov 89
NOTE- 13p.; Paper presented at the National Association for the Education of Young Children Annual Conference (Anaheim, CA, November 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperation; Early Childhood Education; *Educational Innovation; *Independent Study; *Internship Programs; Program Descriptions; Program Development; *Seminars; *Teacher Certification; Teacher Education

The Elementary Certification Program at Duke University, the first program to be approved under North Carolina's innovative alternative certification route, is a small but significant step toward the improvement of teacher education. This innovative program offers prospective early childhood teachers with liberal arts backgrounds an intensive field-based teacher preparation program. The program was designed and conducted in a collaborative effort between master teachers in a local school system and Duke's teacher preparation program. The program incorporates an intensive semester of internship in a model school setting. The internship is designed along the medical, or clinical, training model. Interns are given the opportunity to conduct research on a special topic of interest in collaboration with a professor of their choice. The program admits a maximum of 10 teachers a year. (Courses involved in the internship are listed in Figure 1.) (RH)

ED 319 537 PS 018 846

ERIC/EECE Digests Related to the Education and Care of Children from Birth through 12 Years of Age.

ERIC Clearinghouse on Early Childhood Education, Champaign, Ill.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 90

NOTE- 72p.

CONTRACT- OERI-88-062012

AVAILABLE FROM- ERIC Clearinghouse on Elementary and Early Childhood Education, 805 W. Pennsylvania Avenue, Urbana, IL 61801 (Catalog No. 206, $6.95).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Child Caregivers; Child Development; *Children; *Day Care; *Early Childhood Education; Educational Policy; Educational Practices; Educational Quality; *Elementary Education; Elementary School Curriculum; Kindergarten; Latchkey Children; Parent Participation; *Preschool Education

IDENTIFIERS- Developmental Assessment; *ERIC Digests; Infant Day Care; Screening Procedures

The ERIC/EECE Digests in this compilation focus on different aspects of the education and care of children from birth through 12 years of age. The four digests produced in 1989 concern the escalating kindergarten curriculum, involvement of parents in the education of their children, mixed-age groups in early childhood education, and praise in the classroom. The eight digests from 1988 focus on the training and qualifications of child care directors, cooperative learning strategies for children, creativity in young children, cooperative problem solving in the classroom, critical issues in the provision of infant day care, latchkey children and school-age child care, the nature of children's play, and young children's oral language development. The 12 digests produced in 1987 deal with ability grouping in elementary schools, the development of social competence, early childhood classrooms and computers, "hothousing" of young children, trade-offs between program quality and affordability in early childhood programs, readiness for kindergarten, screening for school entry, the shifting kindergarten curriculum, the shy child, training of day care providers, and what young children should be learning. Digests produced before 1987 address the assessment of preschoolers' development, homework policies, full- or half-day kindergarten, and parents and schools. Materials concerning the ERIC System are

provided. (RH)

ED 319 538 PS 018 847

Akers, Belle L.
Velveteen Rabbit "Gaets Scke": Fostering Emergent Literacy.
PUB DATE- 90
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childrens Literature; Classroom Environment; *Classroom Techniques; Guidelines; *Instructional Materials; Invented Spelling; *Kindergarten Children; *Literacy Education; Primary Education; Reading; Writing (Composition)

Teaching strategies and materials that support literacy development among young children are considered. Discussions concern: (1) emergent literacy; (2) creation of a literate classroom environment; (3) literature as a springboard into writing; (4) the process of building a community of writers; (5) inventive spelling; and (6) the process of bridging the gap between reading and writing. It is concluded that when students are engaged in purposeful and relevant literacy activities, they can draw from personal experiences to express feelings, share ideas, and explore interests. When teachers foster a strong sense of ownership in the learning process, students develop lifelong literacy skills that will help them to meet challenges in the school, the home, and the community. A total of 45 references are cited. (RH)

ED 319 539 PS 018 848

Walsh, Daniel J.; And Others
Knocking on Kindergarten's Door: Who Gets In? Who's Kept Out?
PUB DATE- 90
NOTE- 26p.; Paper presented at the American Educational Research Association Annual Conference (Boston, MA, April 16-20, 1990).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Demography; Educational Practices; Ethnicity; *Kindergarten; Predictor Variables; Primary Education; School Districts; School Policy; *Screening Tests; *Sex Differences; *Socioeconomic Status; *Student Placement
IDENTIFIERS- *Junior Kindergartens

A total of 959 children who applied to enter kindergarten in 1986 in 6 Virginia school districts were studied in an effort to determine the relation of social class, age, ethnicity, and gender to kindergarten placement decisions, i.e., to nonplacement, placement in a regular kindergarten class, or placement in junior kindergarten. All participating districts screened all children entering school. The three types of initial data collected on each child were classified as demographic, screening, and placement. Demographic data included: birth date, eligibility for subsidized lunch, gender, and ethnicity. Placement categories included: not enrolled in kindergarten, enrolled in junior kindergarten, and enrolled in kindergarten. Students were tested with the Brigance Kindergarten and First Grade Screen, the Daberon Screening for School Readiness, or the Missouri Kindergarten Inventory of Developmental Skills (KIDS). Moderately predictive of placement were socioeconomic status (SES), ethnicity, gender, and age. More predictive was a main-effects model including SES, gender, and age. Findings indicate that poor, young males face a stronger likelihood of being placed in junior kindergarten than their peers. Poor, young males were 32 times more likely to be placed in junior kindergarten than were their nonpoor, older, female peers. Policy implications are discussed. (RH)

DOCUMENT RESUME

ED 319 540 PS 018 849

Ellwein, Mary Catherine; And Others

Using Readiness Tests To Route Kindergarten Students: The Snarled Intersection of Psychometrics, Policy, and Practice.

PUB DATE- 90

NOTE- 46p.; Paper presented at the American Educational Research Association Annual Conference (Boston, MA, April 16-20, 1990).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Age Differences; Educational Practices; *Ethnicity; *Kindergarten; Primary Education; School Districts; School Policy; *Screening Tests; Sex Differences; Socioeconomic Status; *Student Placement; Test Bias; *Test Reliability; Test Use

The validity of inferences drawn from readiness tests used to place children in a regular or a 2-year kindergarten program was investigated. Data from nine school districts in Virginia were used in the study. The study explored technical characteristics of four commonly used readiness tests: the Brigance Kindergarten and First Grade Screen, the Developmental Indicators for the Assessment of Learning-Revised (DIALR), the Daberon Screening for School Readiness, and the Missouri Kindergarten Inventory of Developmental Skills (KIDS). Findings indicated that male, minority, low socioeconomic status, and young children scored consistently lower than others on all four tests. Three of the tests were fairly reliable, but the KIDS was highly inconsistent for minorities and those under 5 years of age. For these children, true scores could be nearly 20 percent higher or lower than those obtained. Although the Brigance, Daberon, and DIALR scores were more consistent indicators than anticipated, they fell short of standards which recommend reliability coefficients of .90 or higher for placement decisions. No test was an impressive predictor of future test performance. Findings are interpreted in the context of specific selection and placement policies. (Author/RH)

ED 319 541 RC 017 439

Scilken-Friedman, Marjorie
Brown Out: An Appraisal of the Role of the Public School as an Acculturating Agency of Mexican Americans in Texas, 1850-1968.

PUB DATE- 78
NOTE- 281p.; Ph.D. Dissertation, New York University.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Historical Materials (060)
DESCRIPTORS- *Acculturation; *Educational Discrimination; Educational History; Elementary Secondary Education; Ethnic Discrimination; *Mexican American Education; *Mexican American History; Mexican Americans; *Public Schools; State History; Textbook Bias
IDENTIFIERS- *Historical Distortion; *Texas

For over a century, Texas public schools have attempted to acculturate Mexican-American children by denigrating Mexican-American culture, language, and history. These efforts have largely failed, as Mexican-Americans in Texas have not lost their cultural heritage and assimilated into the larger society. However, this ethnic group has been shorn of its historical heritage and pride by the distorted history presented in school, a fact that continues to doom many Mexican-American children to school failure. Chapter I of this dissertation examines the history of the American public school as an acculturating agency, discusses a pluralistic approach to education, and reviews public policy and attitudes toward immigrants since 1900. Chapter II discusses the "lost past" of Mexican-Americans, and compares Mexican and Anglo accounts of the Texas revolution, the Alamo, and Texan independence. Chapter III presents evidence of the institutional invisibility of Mexican-Americans, and describes the treatment of Mexican-Americans after Texan independence, the exploits of Mexican-American militant Juan Cortinas--a folk hero of the period, and the dual approach to schooling begun at this time. Chapter IV examines Mexican-American participation in the Civil War and parochial education of Mexican-American children from 1850 to 1870. Chapter V discusses the development of free public education by the 1880s, and de facto segregation of Mexican-Americans due to demographic patterns of spatial separation. This dissertation contains 208 references. (SV)

ED 319 542 RC 017 479

Price, Floyd H.

Professional Preparation for Rural Teachers: Growing Your Own.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Oct 89
NOTE- 9p.; Transcript of videotape shown at the Annual Conference of the National Rural Education Association (81st, Reno, NV, October 1989).
AVAILABLE FROM- College of Education Instructional Media Center, Kansas State University, Manhattan, KS 66506 ($17.00 for tape).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Non-Print Media (100) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dislocated Workers; Higher Education; *Nontraditional Education; Nontraditional Students; *Preservice Teacher Education; Program Descriptions; Rural Areas; *Rural Education; Rural Population; Secondary School Teachers; Teacher Education Programs; Videotape Recordings
IDENTIFIERS- Kansas; *Kansas State University

This videotape transcript describes Kansas State University's Alternative Teacher Preparation Program for Rural Citizens Seeking a New Career. Three related problems affect education in the Plains States--the devastated rural economy, limited career opportunities in rural areas, and the shortage of teachers of selected subjects in small rural secondary schools. This program addresses these problems by providing a mechanism for economically displaced rural residents with bachelor's degrees in fields other than education to become qualified to teach in secondary schools. During the program's initial 2-year period--August 1987 to August 1989--21 students completed the two-semester program and were certified to teach in one or more secondary fields. Because of participants' maturity and motivation, instruction was individually designed for each student. Credits were awarded as a result of transcript analysis, demonstrated competence in specific areas, directed field experiences in local schools, field-based seminars related to local school issues, individualized learning units, "Telenet" courses, required core courses, and specific tests. Required courses were delivered as seminars at two community colleges in economically depressed areas. Student teaching experiences were coordinated with local schools. The story of one farmer's transition to teacher illustrates the success of this program. (SV)

ED 319 543 RC 017 515

Beckner, Weldon
Project Redesign: A Cooperative School Improvement Program Involving Four Rural School Districts and Texas Tech University.
PUB DATE- 10 Oct 89
NOTE- 13p.; Paper presented at the Annual Conference of the National Rural Education Association (Reno, NV, October 10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitude Change; *Change Strategies; *College School Cooperation; Cooperative Programs; Educational Improvement; Elementary Secondary Education; Higher Education; *Improvement Programs; *Outcomes of Education; *Rural Schools; School Community Relationship; School Districts; Student Development
IDENTIFIERS- *Texas; Texas Tech University

This paper describes a collaborative project involving Texas Tech University personnel and four school districts in a school improvement program. The project was built around an agreement between the university personnel and school districts committing them to the program and using the Outcomes Driven Developmental Model as the basis for action. College personnel provided assistance to districts in understanding and use of the model, as well as technical training and feedback service. The model involves school administration, the board of education, and the schools themselves in promoting student self-esteem, cognitive skills, process skills, self-directed learning, and concern for others. Training sessions were held four times a year for administrators and teachers. Superintendents were involved in planning sessions at least two times a year. At the end of the 3-year program, follow-up activities were planned to allow continued improvement. Evaluation results show that participants were almost unanimous in affirming that the school districts were committed to school improvement using the outcome based development model. Responses to questions about effectiveness were generally positive, although some reservations were expressed. The major difficulties were community understanding and trust, and openness among district staff members. (DHP)

ED 319 544 RC 017 516

Elliot, Jack
Factors Related to the Decisions of Rural Public High School Students to Participate in Vocational Education.
PUB DATE- 89
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; Cohort Analysis; *Course Selection (Students); High Schools; Racial Factors; *Rural Education; Rural Schools; Socioeconomic Background; *Student Characteristics; *Student Educational Objectives; *Vocational Education; Vocational High Schools

This study examines factors in rural high school students' decision to participate in vocational education. The study compares characteristics of rural high school graduates who completed higher proportions of their course work in vocational education with those who completed lower proportions. It also compares characteristics of rural high school students who planned to complete their vocational education at comprehensive schools with those of students who planned to attend vocational schools. The High School and Beyond database, the National Survey of Labor Market Experience--New Youth Cohort, and a survey of Ohio vocational education students were analyzed. Scoring high on the Armed Services Vocational Aptitude Battery and being classified as Hispanic or Native American were negatively associated with high vocational education involvement. Positively associated with high vocational education involvement were enrollment in work-experience programs, high absenteeism, vocational youth club membership, and classification as a White or Hispanic female. Students with higher vocational education involvement scored lower on ability and self-esteem. No difference in high school GPAs was found. Students who came from lower socioeconomic backgrounds were more likely to attend vocational schools than comprehensive schools. Job preparation and enjoyment were the primary reasons that Ohio students enrolled in vocational education courses. The document concludes that vocational education attracts students from lower socioeconomic and ability levels. The research suggests a blend of academic, general, and vocational courses prepares students better than a concentration in vocational education alone. Recommendations for further research are included. The paper contains 12 references. (TES)

ED 319 545 RC 017 517

Salerno, Anne
Directory of Programs: High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP).
Florida State Dept. of Education, Tallahassee.; State Univ. of New York, Geneseo. Coll. at Geneseo. Migrant Center.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Career Guidance; *College Attendance; Educational Counseling; Higher Education; *High School Equivalency Programs; *Migrant Education; *Migrant Programs; Student Financial Aid; Tutoring
IDENTIFIERS- *College Assistance Migrant Program

This directory lists currently funded High School Equivalency Programs (HEPs) and College Assistance Migrant Programs (CAMPs) in the United States. The HEP allows migrant workers or their dependents to prepare for the General Educational Development high school equivalency diploma in a residential college setting or as commuters to class. Career information, job placement, counseling, academic advising, tutoring, and transportation to and from the program are provided at the HEP sites. Some programs provide cultural activities, housing, and meals. Such programs are listed as available in California, Colorado, Florida, Idaho, Maine, Maryland, Mississippi, New Mexico, New York, Oregon, Puerto Rico, Tennessee, Texas, Vermont, Washington, and Wisconsin. CAMP is a federal program that provides financial assistance, career advising, tutoring, counseling, career orientation activities, and cultural and social activities to eligible migrant workers, seasonal farmworkers, or their children during their first year of college. The program offers assistance with tuition and fees, room, board, and other living expenses. CAMP helps students locate additional financial aid to allow them to complete their undergraduate studies after their first year. CAMP programs are listed as available in California, Idaho, Oregon, Tennessee, and Texas. Each listing gives the address, phone number, contact person and a description of the project. (DHP)

ED 319 546 RC 017 518

Villarreal, Gay Callaway
Migrant Education, Interstate Secondary Credit Accrual and Acceptance Manual: Practical Guidelines for School Personnel Serving Migrant Secondary Students.
Florida State Dept. of Education, Tallahassee.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 31 Aug 89
NOTE- 174p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Records; Credits; Graduation Requirements; *Migrant Education; *Migrant Youth; Secondary Education; Transfer Policy; *Transfer Programs
IDENTIFIERS- Migrant Student Record Transfer System

Migrant students graduation rates, although improving, are still significantly lower than those of their non-migrant peers. This manual is a comprehensive reference guide for Chapter 1 Migrant Program personnel counselors and teachers serving migrant students at the secondary level. Migrant students are those who move across school district boundaries with a parent or guardian in search of temporary or seasonal agricultural or fishing employment. The manual addresses the complex credit accrual and acceptance issues confronting the migrant secondary student. These issues affect the rates at which migrant students remain in and graduate from high school. The manual describes a number of state and interstate projects for secondary migrant studies. It explains the Chapter 1 Migrant Program and use of the Migrant Student Record Transfer System in sufficient technical detail to assist in interpreting, using, and reporting secondary credit data. Key problem areas for migrant students, including minimum competency or exit examinations, differing graduation requirements, and difficulty in accumulating credits, are discussed for the purpose of achieving more effective interstate credit accrual and coordination. The manual also addresses benefits to school staff from participation in the secondary credit accrual system and provides case analyses of problem areas for system administrators. This manual contains 35 references. (DHP)

ED 319 547 RC 017 519

Dore, Christopher D.
Navajo Educational Values and Facility Design.
PUB DATE- Oct 89
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *American Indian Culture; *American Indian Education; Biculturalism; *Building Design; Color Planning; Elementary Secondary Education; Facility Requirements; Interior Design; Native Language Instruction; *Navajo; Spatial Relationship (Facilities); Visual Environment

The Bilingual Education Act of 1968 and the Indian Education Act of 1972 have brought Navajo education into a new period, characterized by a return to a more traditional curriculum, within the parameters of the bicultural life ways of the contemporary Navajo. This document addresses the issue of designing educational facilities that contribute positively to a bicultural educational curriculum. The study examined traditional Navajo education as seen through the perspective of contemporary Navajo elders. Small group interviews in a loose, open-ended format were used to obtain data on the educational values of the Navajo elders. Navajo elders were concerned with the Navajo language, considering that a knowledge of Navajo was a prerequisite for understanding Navajo values and traditions; at the same time, they felt that English should also be taught. Elders believed that Navajo cultural practices should be taught and practiced and that students should have vocational and professional training, including traditional Navajo craft skills. In traditional education, life-style and education are inseparable, and elders wanted this holistic approach for their children. The final sections of the report are concerned with relating these values to school site location and organization, facility design and scale, space organization, interior decoration, and the use of special rooms, possibly resembling hogans, for Navajo language teaching. The document contains 30 references. (DHP)

ED 319 548 RC 017 520

Fox, Sandra J.
Native American Curriculum: Primary, Intermediate, Junior High, High School.
SPONS. AGENCY- North Dakota State Dept. of Public Instruction, Bismarck.
PUB DATE- 89
NOTE- 184p.; Some photos may not reproduce well.
AVAILABLE FROM- North Dakota Department of Public Instruction, State Capitol, 9th Floor, 600 E. Boulevard Avenue, Bismarck, ND 58505-0440 (Free while supplies last).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; *American Indian History; *American Indian Literature; American Indian Studies; *Cultural Education; Curriculum Design; Elementary Secondary Education; Tribes
IDENTIFIERS- *North Dakota

These four books provide curricular materials for the study of North Dakota Indians at primary through high school levels. Issued on the occasion of the North Dakota centennial, they provide information about Indians that can be integrated into the school curriculum. The books at all levels begin with study of the centennial logo, pictured on the cover of each booklet. The primary book also offers suggestions about related materials in basal readers used in North Dakota, and cites resources concerning Indian songs, food, and crafts. The intermediate book examines Indian history, creation stories, tribal groups, Indian leaders, history of North Dakota reservations, and Indian song, music, and dance. The junior high school book includes material similar to the intermediate level, but also examines Indian medicines of North Dakota and provides a list of North Dakota Indians in science. The senior high school book examines North Dakota Indian reservations, the North Dakota Indian Affairs Commission, the political status of North Dakota reservations, the issue of Indian sovereignty, tribal governments, and a history of reservations in North Dakota. It includes excerpts from historical documents relating to North Dakota Indians, songs and stories, and science units on Indians cultivation of corn and use of trees. The four books contain numerous pictures and photos. They also contain bibliographies amounting to about 350 items for further reading by both students and teachers. (DHP)

ED 319 549 RC 017 521

Mattai, P. Rudy
A Case for the Integration of Multicultural Education into the Curricula of Small Southern Rural Colleges and Universities.
PUB DATE- Oct 89
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Chicago, IL, October 25-29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Curriculum; *Curriculum Development; *Educational Environment; Educational Philosophy; *Equal Education; *Hidden Curriculum; Higher Education; *Multicultural Education; *Role of Education; Rural Areas; Rural Education; Social Bias; Social Values
IDENTIFIERS- *United States (South)

On the whole, members of racial minorities and low-income groups are less likely to do well in school and in the job market. This paper contends that the integration of multicultural education into the curricula of rural colleges and universities in the south may provide an environment that allows for some degree of equal opportunity among minority students. In the debate over the role of American educational institutions in the quest for justice and equality, one school of thought holds that the primary function of schooling has been the perpetuation of the core values held by society's dominant ideological group. This critiques illustrated by the case of the rural South. The South, especially the rural South, exhibits a distinct set of values that makes up the "selective tradition" in the curriculum and influences the "common sense" responses of graduates of Southern schools. This distinctiveness centers on race relations, religious influences, and nativistic attitudes. Multicultural education attempts to reform the educational structure through changes in favored learning styles, sanctioned languages and dialects, teaching materials, as well as moving the norms that permeate the school environment toward ethnic diversity using multicultural education as a "selective tradition" in the curriculum may counteract the overt and covert imposition of status quo ideologies and ameliorate the poor educational and employment outcomes of minority groups. This paper contains 101 references. (SV)

ED 319 550 RC 017 522

Morse, Susan
Characteristics of Migrant Secondary Students: Outreach Meeting Report (1st, Silver Bay, New York, October 24-26, 1988).
Florida State Dept. of Education, Tallahassee.; State Univ. of New York, Geneseo. Coll. at Geneseo. Migrant Center.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 89
NOTE- 18p.; For the other outreach meeting reports, see RC 017 523-524.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Failure; Agency Cooperation; Change Strategies; Dropouts; Family School Relationship; High Risk Students; *Migrant Education; *Migrant Problems; Migrant Programs; Outreach Programs; Secondary Education; *Secondary School Students; *Student Characteristics
IDENTIFIERS- Interstate Cooperation; Migrant Education Secondary Assistance Project

This document reports on the first of three outreach meetings convened by the Migrant Education Secondary Assistance Project. The meeting addressed characteristics that affect the academic achievement of migrant secondary school-aged youth. Held in conjunction with the New York Migrant Education Program State Conference, the meeting provided participants from both sending and receiving states an opportunity to examine the characteristics of migrant secondary students that help or hinder their academic achievement. In the course of the three-day meeting, participants were able to describe the characteristics that may contribute to migrant students' success or failure in school. These characteristics include those of migrant families, of migrant youth themselves, and of the school system. In addition, participants were able to identify strategies for promoting success and to hear migrant dropouts discuss their own school experiences. Participants reached the conclusion that many of the "problems" migrant youth experience stem from detrimental behaviors, policies, or traditions in the schools. Participants recommended more emphasis on dropout services and secondary school services for migrant youth, more national consistency in migrant youth services, and increased coordination among state and national programs. (TES)

ED 319 551 RC 017 523

Morse, Susan
Current Practices: Future Directions. Outreach Meeting Report (3rd, Portland, Oregon, May 3, 1989).
Florida State Dept. of Education, Tallahassee.; State Univ. of New York, Geneseo. Coll. at Geneseo. Migrant Center.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 89
NOTE- 15p.; For the other outreach meeting reports, see RC 017 522-524.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Dropout Prevention; Educational Innovation; High Risk Students; Interstate Programs; *Migrant Education; *Migrant Problems; Migrant Programs; *Migrant Youth; Outreach Programs; *Program Improvement; Secondary Education
IDENTIFIERS- Migrant Education Secondary Assistance Project

This document reports on the Migrant Education Secondary Assistance Project's third and final outreach meeting, conducted in conjunction with the National Migrant Education Conference attended by migrant educators from across the nation. These educators have identified effective preventative strategies such as the elimination of grade retention, counseling, provision of role models, staff training, monitoring student progress, credit and make-up opportunities, and parental involvement. Obstacles to providing successful programs on a national scope include lack of money and resources, lack of communication and coordination of services, and lack of cooperation from schools and communities. Migrant educators have not made dropout retrieval a priority. They need to increase services to dropouts and to address the post-graduate needs of graduating migrant students. Migrant educators are often leaders in the initiation of new trends in education. Among these are the move from remediation to a challenging, but comprehensible, curriculum and the incorporation of more developmental and experiential teaching approaches. New trends indicate a need to provide direct services to the whole family and to include and involve family members in educational decisions. The imperative for migrant education to be effective leads to out-of-school supplementary services that increase the child's total learning time by extending the school day, week, and year. (TES)

ED 319 552 RC 017 524

Morse, Susan
Exploring Mobility Issues. Outreach Meeting Report (2nd, McAllen, Texas, November 14-15, 1988).
Florida State Dept. of Education, Tallahassee.; State Univ. of New York, Geneseo. Coll. at Geneseo. Migrant Center.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 89
NOTE- 19p.; For the other outreach meeting reports, see RC 017 522-523.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Policy; High Risk Students; Interstate Programs; *Migrant Education; *Migrant Problems; *Migrant Programs; Migrant Youth; *Program Improvement; Records Management; Secondary Education; *Student Mobility; Student Recruitment
IDENTIFIERS- *Interstate Cooperation; Migrant Education Secondary Assistance Project

This document describes the Migrant Education Secondary Assistance Project's second outreach meeting, which was held in conjunction with an interstate counselors' workshop. The meeting, one of a three-part series, addressed student mobility, the most perplexing problem of migrant youth. Mobility is the major characteristic that makes migrant students different from their classmates and other youth at risk. Although much has been done to deal with general mobility problems, individual attention is still required for students who move from school to school. Participants in this meeting identified problems and solutions that they encountered in dealing with migrant youth. In most cases, the suggested solutions required programmatic changes in either school district policy or migrant education program assistance. In other cases, solutions indicated the need for ongoing and increased interstate coordination. Recommendations include improvement of secondary services; a national portable assisted study program and a credit make-up system; enhancement of the Migrant Student Record Transfer System; and improved identification and recruitment of secondary students at risk. (TES)

DOCUMENT RESUME

ED 319 553 RC 017 525

Chance, Edward W.; Neuhauser, Margo
Preparing Women and Minorities as Rural School Administrators.
PUB DATE- 89
NOTE- 20p.
AVAILABLE FROM- Edward W. Chance, College of Education, University of Oklahoma, Norman, OK 73019.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Administrator Education; *Affirmative Action; Educational Opportunities; Equal Education; *Masters Programs; *Minority Groups; Nontraditional Education; Program Development; Rural Areas; *Rural Schools; School Administration; *Women Administrators; Womens Education
IDENTIFIERS- South Dakota

The traditional underrepresentation of women and minorities in administrative positions continues to be a reality in most states. This paper describes the Women and Minorities in Administration Program, developed by the South Dakota Equal Educational Opportunities Office in an attempt to alleviate this disparity. The program was developed to provide an alternative means for females and minorities to pursue and complete a masters degree in elementary or secondary administration. The core of the model program included a weekend scheduling format, reduced tuition rates, and innovative elective courses designed specifically for the participants. Short-term program success is evidenced by positive individual evaluations and through preliminary data reflecting the number of participants who went on to secure leadership positions. (Author/TES)

Annis, R. C., Ed.
Abstracts of Native Studies, Volume 3.
REPORT NO.- ISBN-0-9692506-2-2
PUB DATE- 86
NOTE- 148p.
AVAILABLE FROM- Abstracts of Native Studies Press, Brandon University, Brandon, Manitoba, Canada R7A 6A9 ($20.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Alaska Natives; American Indian Studies; Canada Natives; *Indigenous Populations; Periodicals; Social Science Research
IDENTIFIERS- Aboriginal People; *Native American Studies; *Native Studies

This volume contains abstracts of articles on native studies published in learned journals, with an introduction that reviews Australian Aboriginal Studies. Approximately 250 journals have been screened for material pertaining to native studies. Many, but not all abstracts, contain annotations that state the thesis, method of development and major implications of articles selected. English language abstracts are provided for all articles; however, non-English language articles also have abstracts in the language of the original text. Abstracts are contained in 13 general sections: economic activities; education; law, government, policy and claims; linguistics; native culture--expressive; native culture--material; native culture--social; native culture--spiritual; native land occupancy and use; relations between natives and whites; physical functioning; psychological functioning; and methodology and review papers. Appendices contain (1) a list of journals screened, along with publishers' addresses; (2) an author index; (3) a journal title index; and (4) a subject index. (DHP)

ED 319 555 RC 017 527

Tippeconnic, John W., III
Educational Neglect: Reform Reports and the Schooling of American Indians.
PUB DATE- 89
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *American Indian Education; American Indians; *Content Analysis; *Educational Discrimination; Elementary Secondary Education; *Equal Education; Federal Indian Relationship; Literature Reviews; *Racial Discrimination; *Research Reports

What references, if any, do some of the major educational reform reports make about the American Indian? Reform reports were reviewed to determine their content regarding minorities in general and American Indians in particular. With the exception of the Carnegie Forum report and possibly the National Governors' Association report, very little was said about minorities and virtually nothing was said about American Indians. The reports from the U.S. Department of Education were especially conspicuous in their neglect. Reports addressing disadvantaged students were also reviewed, as were two efforts that deal specifically with Indian education. Finally, this document discusses how such national reform reports affect American Indian education. The document concludes by linking such exclusion of American Indians and the failure of their school systems in continuing institutional racism. This paper contains 28 references. (TES)

ED 319 556 RC 017 528

Indian Educational Technical Amendments Act of 1985. Report To Accompany H.R. 2908. House of Representatives, 99th Congress, 1st Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

REPORT NO.- House-R-99-231
PUB DATE- 26 Jul 85
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *American Indian Education; American Indian Reservations; *Federal Aid; *Federal Indian Relationship; *Federal Legislation; Financial Support
IDENTIFIERS- Congress 99th; Title XI Education Amendments 1978

This document contains the report of the Committee on Education and Labor on bill H.R. 2908 to amend Title XI of the Education Amendments of 1978 relating to Indian education programs. The document contains a summary of the legislation, a description of the need for the legislation, its legislative history, a cost estimate, and a section-by-section analysis of the bill. The report delineates changes in existing law made by the bill. Major provisions of the bill simplify reporting requirements prior to school closures. The bill deletes provisions limiting the ability to take action against Bureau of Indian Affairs administrators for failure to implement Bureau standards and transferring the responsibility for the administration of contracts. This document clarifies that nothing in the 1984 amendments requires the provision of separate support services and inserts a provision authorizing advance funding, which can be used instead of the 1984 provision on forward funding. Finally, the report clarifies the policy affecting requirements on a number of the other 1984 provisions. The document contains the full text of the proposed legislation. (DHP)

ED 319 557 RC 017 529

Schonert, Kimberly A.; And Others
College Attendance Patterns of Rural Youth: Results from Iowa's Class of 1983. One in a Series of Reports in NCREL's Rural Education Program.
North Central Regional Educational Lab., Elmhurst, IL.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 52p.; For a related document, see RC 017 530. Appendix B, the survey instrument, contains extremely small type.
CONTRACT- 40-86-0004
AVAILABLE FROM- North Central Regional Educational Laboratory, 295 Emroy Ave., Elmhurst, IL 60126 (RUR-906, $3.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Persistence; *Attendance Patterns; *College Attendance; College Graduates; *Followup Studies; Higher Education; High Schools; Questionnaires; *Rural Youth; Student Characteristics
IDENTIFIERS- High School and Beyond (NCES); Iowa

A study to obtain follow-up information on graduates from small Iowa school districts was conducted in 1988 to identify rural youth's "educational pathways" during the first 5 years after high school graduation. The sample of high school graduates was randomly drawn from 11 of 98 rural Iowa school districts with an enrollment fewer than 300. The initial sampling was 236 rural Iowa students from the graduating class of 1983; of these, 221 were contacted, and 174 responded, a response rate of 81%. A survey instrument was constructed using questions from the ongoing "High School and Beyond" study. Data were collected via telephone precontact with three followups and a site visit to school districts. Respondents were categorized into persisters and non-persisters in two-year and four-year programs, and were compared on the following characteristics: family background; influence of significant others (familial); other influence (extra-familial); student characteristics; and high school and college background. Results indicate that 80% of the respondents enrolled in a post-secondary institution during the first five years after high school graduation, and 26.4% withdrew from a post-secondary institution before program completion. Of the rural students who matriculated in post-secondary institutions, approximately 75% persisted until they completed their degrees, significantly higher than the national average of 50%. This document contains 18 references and Appendices including a summary of methodology, the questionnaire and two tables. (ALL)

ED 319 558 RC 017 530

Bills, David B.; And Others
The Early Employment Experiences of Rural Youth: Early Results from Iowa's Class of 1983. One in a Series of Reports in NCREL's Rural Education Program.
North Central Regional Educational Lab., Elmhurst, IL.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 23p.; For a related document, see RC 017 529.
CONTRACT- 40-86-0004
AVAILABLE FROM- North Central Regional Educational Laboratory, 295 Emroy Ave., Elmhurst, IL 60126 (RUR-905, $3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Change; College Attendance; *Employment Experience; *Employment Patterns; Followup Studies; High Schools; *Occupational Mobility; Postsecondary Education; *Rural Youth;

Student Characteristics
IDENTIFIERS- Career Paths; High School and Beyond (NCES); Iowa

Ranking 49th in total employment growth between 1978 and 1986, Iowa actually lost 0.48% of its workforce each year. Income fell 2.2% annually between 1978-86 (10% per annum in the farm industry) and unemployment rates doubled since the mid-1970s. This 1988 study describes the school-to-work transition of a sample of high school graduates, class of 1983, whose aspirations and expectations for employment were formed during this period of severe economic dislocation. Eleven of 98 rural school districts with less than 300 enrolled were randomly selected and a systematic strategy of precontacts and follow-ups contributed to a response rate of 83% and a sample size of 174 graduates. The survey instrument was based on the "High School and Beyond" study. Approximately 60% of the sample went directly from high school into post-secondary education. Another 15% entered postsecondary institutions sometime in the year following graduation. Nearly 80% had pursued additional schooling within five years, with 64% of the females going on to higher education, compared to 50% of the males. Thirty percent of the sample directly entered the labor force, with over 50% going into blue collar jobs. Comparison of the students' aspirations and expectations indicates that respondents generally expected to be able to do what they wanted to do following high school graduation. The quality of employment and career paths are also assessed. The chief impression is one of change; young Iowans are geographically mobile, changing educational programs and institutions frequently, but not so frequently as they change jobs. The two appendices explain research methods and occupational categorization. This paper contains 16 references. (ALL)

ED 319 559 • RC 017 531

Goldsmith, Oliver Scott; And Others
Facts and Fables of State Spending. ISER Fiscal Policy Papers. No. 2.
Alaska Univ., Anchorage. Inst. of Social and Economic Research.
PUB DATE- Oct 89
NOTE- 17p.; Series financed by a grant from ARCO Alaska.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Budgeting; *Budgets; Financial Policy; Fiscal Capacity; Full State Funding; Resource Allocation; *State Government; *Statewide Planning

IDENTIFIERS- Alaska; Alaskan Pipeline; *Revenue Shortfall

Alaska became suddenly and surprisingly rich in the early 1980s, with oil revenues from Prudhoe Bay paying for almost all state operations, picking up some of the costs of local government, creating a huge state savings account, paying all Alaskans annual cash dividends, and eliminating the need for state personal income taxes. The smaller projected petroleum revenues of the 1990s will mean cutting the state's budget. To make budget decisions, Alaskans need to know how the state actually spent its money in the 1980s, and they need to keep in mind that before the oil riches, Alaska's state government spending was two to three times the national average. Other factors to consider are the doubling of population between 1967 and 1987 and inflation that nearly tripled prices. The gap between Alaska's state spending and the average for other states widened in the 1980s because, with its increased revenues, Alaska (1) expanded existing programs; (2) delivered services in more expensive ways; (3) added many new kinds of spending; and (4) increased wages of public employees. These steps created economic and political forces that will complicate balancing the state's budget. This paper reveals the facts and discloses the fables about how the state spent $34 billion in the 1980s, and it assesses how those facts will make budget cutting tough. The analysis is in three parts: (1) The Prudhoe Bay Ride; (2) Myths and Realities; and (3) Between a Rock and a Hard Place. One table and 10 figures outline the fiscal history of Alaska's oil-rich years and project its future. (ALL)

ED 319 560 RC 017 532

Holman, David; And Others
Implementing Experiential Based Education in a Rural Setting.
PUB DATE- 89
NOTE- 51p.; Paper presented at the National Rural Education Association Conference (Reno, NY, 1989). Examples of books and coordinated activities in the appendices will not reproduce well due to broken type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Environment; Classroom Techniques; *Cross Age Teaching; Elementary Education; *Experiential Learning; Instructional Innovation; *Multigraded Classes; *Rural Schools;

Teacher Expectations of Students

One approach to managing cross-graded classrooms is to reconceptualize the structure of the classroom and the curriculum to take advantage of student variability. In the "Basic" program described in this paper, grades one, two, and three were combined to help alleviate some of the problems of a small rural school in Nevada. The program is based on the Early Learning Center (ELC) demonstration classroom at the University of Nevada, Reno. The goals of the Basic program are to meet the needs of the students and create a community of non-competitive learners. The primary outcome of the program is literacy. Students worked through cyclic levels of mastery, increasing learning levels by returning to similar materials and lessons, but processing information at increasingly more complex cognitive levels. Similar assignments were given to all three grade levels in the class, with differential interpretation of student performance being made by the teacher. Curriculum was related to literature-based reading, process writing, manipulative math, and cooperative learning, with an emphasis on students' experiences. Teachers fostered social environments that emphasized peer help, self responsibility, and expectation of student success in social problem solving. The results of the programs suggest that students maintain a positive attitude toward the learning atmosphere and school and that they suffer no negative academic effects. Students' progress may be questionable, however, after they return to the traditional classroom setting. Appendices include teaching plans, examples of student work, administrative viewpoint, outline of basic school curriculum, and budget considerations. (ALL)

ED 319 561 RC 017 537

Southern Rural Development Center Annual Progress Report, 1989. SRDC Series No. 118.
Southern Rural Development Center, Mississippi State, Miss.
PUB DATE- Oct 89
NOTE- 17p.; For 1988 report, see ED 305 195.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Community Development; *Regional Programs; Rural Areas; *Rural Development; *Rural Extension
IDENTIFIERS- Southern Rural Development Center MS

The background, organization, and recent publications of the Southern Rural Development Center (SDRC) are presented in this annual report of the 1988-1989 fiscal year. Forty-three activities and projects are briefly described, including conferences, meetings, and workshops sponsored and co-sponsored by SDRC. Four regional task forces are described: (1) Strategies for Job Creation and Retention in Rural Communities in the South; (2) Formulation of Alternative Approaches for Maintaining and Enhancing Small-Scale Producers' Roles in Southern Agriculture through On- and Off-Farm Initiatives; (3) Alternatives for Leadership and Human Resource Development in Rural Communities in the South; and (4) Alternatives for Financing Infrastructure Development in Rural Communities in the South. Research and extension research project proposals and progress reports are also included. (ALL)

ED 319 562 RC 017 538

Reynnells, M. Louise, Comp.
International Rural Youth Issues: 1979-April 1988. Quick Bibliography Series.
National Agricultural Library (DOA), Washington, D.C.
REPORT NO.- NAL-BIBL-QB-88-60
PUB DATE- Jul 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Elementary Secondary Education; International Studies; Rural Education; *Rural Youth; *Youth; Youth Problems; Youth Programs
IDENTIFIERS- *AGRICOLA

This bibliography lists 122 citations of documents and materials related to international rural youth issues contained in the holdings of the National Agricultural Library (NAL). The bibliography is based on computerized on-line searches of the AGRICOLA data base. All entries are in English. Each entry contains detailed information about author, publisher, publication date, number of pages, bibliographic and reference notes, and the NAL call number. Only 14 citations contain abstracts. The bibliography is alphabetically organized by the document title. An index of personal authors is attached. (ALL)

ED 319 563 RC 017 539

Bill, Willard E.
Substance Abuse and the American Indian.
Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- Oct 89
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Children; *Alaska Natives; Alcohol Education; *Alcoholism; *American Indians; *Health Promotion; High Risk Students; *Human Services; Mortality Rate; Prevention; Student Characteristics; *Substance Abuse; Youth Problems
IDENTIFIERS- Intergenerational Factors; *Washington

This guide introduces concerns and problems resulting from the use and abuse of alcohol and drugs among American Indian youth and addresses intergenerational substance abuse effects. Alcohol abuse among American Indians and Alaska Natives is the most visible effect of their cultural disruption and disorganization. Alcoholism among Native Americans has reached epidemic proportions, and death rates associated with alcohol have tripled since the 1960s. While the Indian Health Service provides services to reservation American Indians, delivery of health care and prevention services for urban Indians and Alaska Natives is more problematic. At least eight theories attempt to explain Indian drinking behavior. Alcohol education must recognize that (1) most of the adult American Indian population was raised in alcoholic settings, and (2) this population exhibits the characteristic behaviors of adult children of alcoholics (ACOAs). Therapy for ACOAs includes the resolution of delayed grief. Alcohol abuse prevention strategies for Indian youth should involve factual information, exercises aimed at changing attitudes, training in problem-solving skills and interpersonal communication skills, and positive social networks. This guide contains questions for discussion, tables of death rates by age and cause, lists of characteristics and needs of Native American at-risk students, hints for helping at-risk students, a summary of Washington laws concerning drug and alcohol use by minors, a bibliography of 20 related documents in the ERIC database, and directories of domestic violence services and alcoholism treatment services in Washington and the Portland area. (SV)

ED 319 564 RC 017 540

Grayson, Wendy L.
New Mexico's Policy on Indian Education. A Report on the Development of New Mexico's Policy on Indian Education.
New Mexico State Dept. of Education, Santa Fe. Div. of Indian Education.
PUB DATE- Aug 86
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Collected Works - Proceedings (021)
DESCRIPTORS- *American Indian Education; American Indians; Educational Needs; *Educational Policy; Elementary Secondary Education; *Policy Formation; Position Papers
IDENTIFIERS- *New Mexico

On August 22, 1986, the New Mexico State Board of Education adopted its first policy on Indian education. The policy seeks to address the unmet educational needs of Indian students, mandates quality education for all Indian students, and establishes the process for ensuring that aspirations and expectations of Indian parents and students for educational excellence are met. Earlier in the month, the State Department of Education and Highlands University sponsored a seminar entitled "Quality Education in New Mexico." At that seminar, Indian people from across the state discussed and provided input into the policy statement. A clear consensus emerged. Scholastic problems include low test scores, high dropout rate, frequent absenteeism, high suicide rates, and poor performance at advanced studies. Recommendations involve more stringent standards for teacher selection, cooperation among concerned agencies, increased commitment among all educators, standardized curricula and records, adapted courses to meet student needs, oversight of the activities of administrator, increased parental involvement, greater emphasis on learning English, incorporation of American Indian culture, increased financial support, student incentives, and support for adult education. This report includes the formal policy statement, statements by state and tribal officials, 41 recommendations proposed by 13 committees at the seminar, results of the seminar evaluation, and a list of conference participants. (SV)

ED 319 565 RC 017 546

Integrating School Transportation Resources into Coordinated Rural Public Transportation Programs: A Proposal To Increase Access to Community Services for Transportation-Disadvantaged Persons.

New York State Legislative Commission on Rural Resources, Albany.

PUB DATE- Apr 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Bus Transportation; Elementary Secondary Education; *Legislation; *Rural Areas; Rural Development; Rural Schools; School Buses; State Action; *Student Transportation; Transportation
IDENTIFIERS- New York

Inadequate public transportation in rural areas has long been a major impediment for rural residents' access to health care, jobs, and community activities and services. Particularly disadvantaged in transportation are the rural poor, elderly, and youth. This report highlights the benefits to be gained by passage of the Commission on Rural Resources' bill, which authorizes the integration of school buses and services into coordinated rural public transportation programs. The bill does not require school districts to participate in such programs, but only authorizes them to do so if they wish. The bill would allow school districts to: (1) rent or lease vehicles to a services coordinator or not-for-profit organization; (2) provide drivers to such organizations; (3) contract to store, maintain, and repair vehicles owned by these organizations; and (4) contract with them to provide a portion of a coordinated rural public transportation program. The bill also requires that school districts be reimbursed for the full amount of costs and expenses incurred in leasing buses or providing services. The report addresses concerns about confusion to motorists, competition with private bus services, and loss of state transportation aid. It also describes existing demonstration programs and the potential benefits of such a system. (DHP)

ED 319 566 RC 017 547

Shapiro, Isaac
Laboring for Less: Working but Poor in Rural America.
Center on Budget and Policy Priorities, Washington, DC.
SPONS. AGENCY- Aspen Inst. for Humanistic Studies, New York, N.Y.; Ford Foundation, New York, N.Y.
PUB DATE- Oct 89
NOTE- 71p.
AVAILABLE FROM- Center on Budget and Policy Priorities, 236 Massachusetts Ave., N.E., Suite 305, Washington, DC 20002.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Census Figures; Economically Disadvantaged; Economic Factors; Employment; *Employment Patterns; *Heads of Households; Low Income; *Low Income Groups; Policy Formation; *Poverty; Rural Areas; Rural Economics; Rural Population; *Rural Urban Differences; Underemployment; Unemployment
IDENTIFIERS- *Nonmetropolitan Areas

Most of the nonmetropolitan poor live in a household with at least one worker. In 1987, 70% of nonmetro poor family heads who were not ill, disabled, or retired worked for at least part of the year, and 24% worked full time, year-round. The employed proportion of the poor was significantly larger in nonmetro than metro areas. Despite a lengthy economic recovery, poverty rates among nonmetro workers in 1987 were significantly higher than during the recovery of the late 1970s. Poverty rates for nonmetro working families were much higher than for metro working families. These patterns of poverty rates were similar in all sections of the country. About 66% of the nonmetro working poor were found in three occupational categories: services; farming, forestry, and fishing; and operators, fabricators, and laborers. Factors contributing to increases in the nonmetro working poor include: (1) the relatively high nonmetro unemployment rate for this stage of the economic recovery; (2) the large numbers of "discouraged workers" and "involuntarily part-time workers" found in nonmetro areas; (3) decreases in rural wage rates, after adjustment for inflation; (4) relative concentration of nonmetro employment in declining industries; (5) inadequate education and skills; and (6) reductions in federal and state benefits and programs for low-income working families. A number of legislative proposals now before Congress would benefit the rural working poor. The principal linkage between this document and the field of education is provided by a two-page section on "Employment and Training Programs" (p.49-52) and a single table (p.52) comparing Federal spending for such programs for FY 1981 and FY 1989. (SV)

DOCUMENT RESUME

ED 319 567 RC 017 553

State of Nevada Telecommunications Study. Assembly Concurrent Resolution 68.

Nevada State Dept. of General Services, Carson City.

PUB DATE- 88
NOTE- 285p.; Some graphics may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; Cost Estimates; Educational Technology; Information Needs; *Information Networks; Information Technology; State Action; State Agencies; State Legislation; *State Programs; State Surveys; Statewide Planning; *Systems Development; *Technological Advancement; *Telecommunications
IDENTIFIERS- *Nevada; Technological Infrastructure; *Telecommunications Policy

This document offers the results of a study of Nevada's telecommunications requirements, based on a comprehensive survey of existing networks associated with state and local governments, school districts, and the university system. It reports that Nevada can accrue benefits from telecommunications in the areas of education, economic development, and government efficiency. In education, an integrated telecommunications system would mean expanded access to higher education, more institutional cooperation, and expanded access to information resources. The integrated network would also give Nevada a competitive advantage in recruiting business to the state. State and local government agencies, including police, tourism, and justice departments, could cut costs and save employee time by using a statewide telecommunications network. Two key recommendations evolved from the study: (1) that the state should fund a pilot project to evaluate the potential of a statewide integrated voice, data, and video network and; (2) that the state should provide a centralized organization staffed with qualified personnel to manage and plan Nevada's telecommunications resources. States that have implemented similar telecommunications networks have experienced savings while expanding public services. The document also recommends that the State Legislature provide $810,000 over a 2-year period for a pilot telecommunications project. The specific telecommunications needs of individual government and education agencies are charted in detail. Network features, costs, and lease-purchase options also are described. (TES)

ED 319 568 RC 017 554

Chance, Edward, W.
The BIA/Contract School Secondary Administrator: Characteristics and Leadership Style.
PUB DATE- Oct 89
NOTE- 21p.; Paper presented at the Annual National Rural Education Association Conference (81st, Reno, NV, October 6-11, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Administrator Characteristics; Administrator Responsibility; Administrator Role; *American Indian Education; *American Indians; Cross Cultural Studies; Elementary Secondary Education; *Leadership Qualities; School Surveys; Self Concept; Teacher Administrator Relationship
IDENTIFIERS- *Bureau Of Indian Affairs Schools; *Contract Schools; Leadership Practices Inventory; Native Americans

This study of the Bureau of Indian Affairs (BIA) and contract secondary school administrators creates a BIA administrator profile and examines differences between Indian and non-Indian administrators. Two different instruments were mailed to 54 administrators. The first, with a return rate of 44%, was a questionnaire relating to administrative duties and activities. The second, with a return rate of 41%, was the Leadership Practices Inventory, a leadership style instrument. Both surveys were examined for demographic and ethnic differences. Eighty percent of the respondents were male with an average age of 40-45. The typical administrator had been a classroom teacher for 7.38 years before becoming a principal. The average term of service in the current school was 5.4 years. Respondents' average length of service in administration was 11.71 years. The study found few differences between Native American and non-Indian administrators regarding daily activities or leadership style. The typical administrator arrives 40 minutes early for work and stays an hour late, maintaining high daily visibility in the cafeteria, teacher's lounge, and school halls. The data suggest that all BIA administrators are involved in activities and extracurricular events. Both groups tended to describe themselves as "inspiring" and "modeling," while Indian principals tended to choose the word "challenging." Conversely, however, all respondents scored only moderately on areas of staff collaboration, enabling subordinates, and recognizing employees when they achieve. Administrators perceive themselves as instructional leaders, but they actually spend much of their time as managers or disciplinarians. The document suggests instructional leadership as an area for possible reform. (TES)

ED 319 569   RC 017 556

Duron, Guillermo, Ed.
Special Projects: Meeting Special Needs.
Colorado State Dept. of Education, Denver. Office of Federal Relations and Instructional Services.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Demonstration Programs; Elementary Secondary Education; Federal Aid; *Federal Programs; Program Descriptions; Special Education; *Special Programs; *Supplementary Education
IDENTIFIERS- *Colorado; Education Consolidation and Improvement Act 1981; Elementary Secondary Education Act Title VII

This booklet describes 16 model education projects in Colorado that are funded under the federal Education Consolidation and Improvement Act of 1981 and the Elementary Secondary Education Act of 1978. These programs illustrate how federal funds have had a positive impact on the education of Colorado students. The projects and the cities where they are located include: Early Childhood Education Project, Denver; K-6 Instructional Assistance Project, Denver; Math Achievement That Happens (grades 2-5), Aurora; Parents as Teachers Project, Commerce City; Preschool and Improvement of Reading, Fort Collins; Prescriptive Individualized Diagnostic Education, Pueblo; Continuous Processing Skills Project, Colorado Springs; Cherry Creek Grant Program for innovative K-12 teaching projects, Arapahoe County; Jefferson County Computer Education Program, Jefferson County; Innovative Designs to Encourage Achievement, a K-12 curriculum supplement program, Littleton; Project EXPLORE, a curriculum effort for grades 3-5, Northglenn; Talented and Gifted Enrichment Programming, Summit County; Family English Literacy Program, Denver; Basic Bilingual Education Program, Fort Lupton; Weld Cooperative Migrant Education Program, LaSalle; and the San Luis Valley Summer Migrant Credit Accrual/Credit Exchange Program, Alamos. Each project description includes information about participants and agencies; major activities; a brief evaluation of the project; and a contact name, address, and telephone number. (TES)

ED 319 570 RC 017 557

Parent Involvement Human Resource Guide.
Colorado State Dept. of Education, Denver.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 89
NOTE- 67p.
AVAILABLE FROM- Homeless/Migrant Education, Colorado Department of Education, 201 E. Colfax, Denver, CO 80203.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Bilingual Education; *Consultants; Elementary Secondary Education; Homeless People; Human Resources; Migrant Education; *Parent Education; *Parent Participation; Special Education
IDENTIFIERS- *Colorado; Education Consolidation and Improvement Act 1981

This guide to Colorado education consultants was compiled for parent educators from local education agencies, shelters for the homeless, volunteer organizations, and the Colorado Department of Education. The guide is a directory of individuals available as speakers or instructors for meetings, conferences, workshops, seminars, and inservice presentations. The emphasis of the guide is on parent involvement resources in the areas of bilingual education, Chapter 1 and Chapter 2 of the Education Consolidation and Improvement Act of 1981, migrant education, and the homeless. The guide contains the names of more than 125 Colorado consultants. Each name is followed by: (1) an address and telephone number; (2) the region of location; (3) the program area of expertise; (4) grade level of expertise; (5) languages other than English in which they could present; and (6) topic areas of expertise. (TES)

ED 319 571 RC 017 558

Rose, Janice
On the Move: Migrant Education 1987-88.
Colorado State Dept. of Education, Denver. Office of Federal Relations and Instructional Services.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- Jul 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Records; *Educational Assessment; Elementary Secondary Education; Federal Programs; *Migrant Education; *Migrant Programs; Program Costs; *Program Evaluation; State Programs; *Student Characteristics; Student Records; Summer Programs; Tables (Data)
IDENTIFIERS- *Colorado; Migrant Student Record Transfer System

This evaluation report of Colorado's migrant education program during fiscal year 1987-88 was published according to a federal requirement. The program's background, budget, and funding sources are described. The 1987-88 figures on student and district involvement are reported. In the 1987-88 school year, 4,771 children were identified as eligible migrants and were enrolled in the state's Migrant Student Record Transfer System (MSRTS), a 22% increase over the previous year. The majority of program participants were in the 5- to 9-year-old range. The document also profiles children who participated in the state's summer program. Funding sources are also described, along with program services, staffing policy, parent involvement, and coordination with other agencies. Local programs were surveyed on questions of performance and MSRTS improvement. Various components, such as health programs, are described. Test results show academic progress made by program participants. The summer migrant education program was assessed favorably, but the regular year program met only one portion of its achievement objectives. The document defines increased participation and higher satisfaction as goals for the 1988-89 program. (TES)

ED 319 572 RC 017 559

Education of Homeless Children and Youth under the Stewart B. McKinney Homeless Assistance Act. Annual Report. Department of Education Form 1810-0536.

Colorado State Dept. of Education, Denver.

PUB DATE- 19 Dec 89
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; *Children; Disadvantaged Youth; *Educational Needs; Elementary Secondary Education; Federal Programs; *Homeless People; *Special Needs Students; State Government; *State Programs; Telephone Surveys; *Youth
IDENTIFIERS- *Colorado; Status Reports

In response to the U.S. Department of Education requirement for a state status report on homeless children and youth, the Colorado Department of Education conducted a 1-day telephone survey of homeless service providers and school districts, to determine the numbers and educational needs of the state's homeless children and youth. The survey figures are intended to represent the numbers of homeless children and youth in Colorado on any given day of the year. The survey data are defined in several appendices. Appendix A contains a detailed explanation of the total number (1245) of homeless children and youth in Colorado on a given day. Appendix B is a detailed explanation of the estimated yearly total of homeless youth ages 14 through 21. Appendices C, D, E, and F respond to the federal status report form's questions regarding state housing for homeless children, reasons why homeless children do not attend school, and the special educational needs of Colorado's homeless children and youth. Appendix G is an explanation of the school district survey. Appendix H is a report on homeless youth not residing in traditional homeless shelters. Appendix I contains a copy of the Annual Survey on Education of Homeless Children and Youth, followed by copies of hospital and school district surveys developed by the Colorado Department of Education. Appendix J is a copy of the Denver Public Schools' proposed Pilot Project on educating homeless children and youth. Appendix K is a copy of the School District On-Site Review Form. (TES)

ED 319 573 RC 017 560

Hinkle, Betty R.; And Others
Colorado 1988 Annual ECIA Chapter 2 Report: Public Law 97-35.
Colorado State Dept. of Education, Denver. Office of Federal Relations and Instructional Services.
PUB DATE- Jan 89
NOTE- 49p.
AVAILABLE FROM- Tables with small type may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)
DESCRIPTORS- Block Grants; Elementary Secondary Education; Federal Aid; *Federal Programs; Financial Support; High Risk Students; Program Descriptions; *School District Spending; State School District Relationship; Statistical Surveys; Teacher Education; *Technical Assistance
IDENTIFIERS- *Colorado; *Education Consolidation Improvement Act Chapter 2

This report provides a summary and evaluation of Colorado's local and state program activities during 1988 under Chapter 2 of the U.S. Education and Consolidation and Improvement Act of 1981. Teacher training, inservice activities, and local improvement programs received the highest allocations of available Chapter 2 funds. Colorado's local school personnel rated the flexibility of the use of Chapter 2 funds to meet locally-determined educational needs as a continuing major strength of the program. About 20% of fiscal year 1988 expenditures for Department of Education services went toward administration, while 72% went toward technical assistance. There was a measurably higher awareness by private schools regarding the availability of Chapter 2-funded computer-related technical assistance. Similarly, there was higher participation by school administrators in service-assistance programs. Program findings and recommendations by the state Educational Block Grant Advisory Committee are listed. Among other recommendations, the committee suggested that the Colorado Department of Education further improve documentation and dissemination of information on Chapter 2 funding and services. Local education agencies were also advised to consider spending some of their Chapter 2 dollars for at-risk student programs and effective schools activities to help fulfill the newly reauthorized Chapter 2. This document includes 22 tables and charts illustrating state education expenditures and data regarding students who

participated in Chapter 2 programs. Data from both public and private schools are described and compared. (TES)

ED 319 574 RC 017 562

Mann, William

Microstudy: An Experiment in Second Language Reading Comprehension.

PUB DATE- 12 Feb 90
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Concept Formation; *Context Clues; *Decoding (Reading); Error Analysis (Language); French; High Schools; Language Skills; *Reading Comprehension; *Reading Strategies; Rural Urban Differences; Second Language Instruction; *Second Language Learning; Vocabulary Development; Word Recognition

This paper reports on an experiment designed to determine whether a novice second-language (L2) reader can be characterized as concept-oriented or syntactic-structure oriented. The operating premise was that high school L2 students read and understand not so much by translating as by combining conceptual fragments into a tentative "script," which develops as the student reads the passage. This premise implies that the novice reader does not rely on grammatical or syntactic cues to extend meaning. The sample consisted of 32 high school French students in two schools (one rural and one urban) and a control group of three French-fluent adults. The subjects were asked to read a French passage and retain as much information as possible. Each subject performed written and oral reviews. A check-off sheet was devised to cover 103 most likely conceptual fragments to be mentioned in the course of the oral interview. The students were able to read just over half of the conceptual fragments understood by the control group. Comprehension of the passage ranged from average to excellent. Experimenters observed that students generally were able to process new conceptual items in an "intuitive" rather than systematic approach to L2 reading. The analysis also indicates that conceptual processing over time facilitates L2 reading performance. The way the subjects maintained glaringly weak scripts in the face of common sense supports the premise that L2 reading is automatic, compelling, and persistent. Suggestions for L2 instruction include maximizing pre-reading vocabulary practice. (TES)

ED 319 575 RC 017 564

Matthews, Doris B.
Relaxation Theory for Rural Youth. Research Bulletin No. 46.
South Carolina State Coll., Orangeburg.
SPONS. AGENCY- Cooperative State Research Service (DOA), Washington, D.C.
PUB DATE- Sep 89
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Anxiety; Biofeedback; Coping; Educational Research; Elementary Secondary Education; Literature Reviews; *Preadolescents; *Relaxation Training; Rural Education; Rural Youth; *Stress Management; Stress Variables; *Training Methods

This document synthesizes research findings to formulate a theory to guide relaxation training in educational settings, particularly rural schools. Young people experience many intense life events that require coping skills or relaxation. Family-related stress factors include instability in the home, lack of a support system, conflicting values, sibling rivalry, and family mobility. In school, children may experience stress related to academic achievement or social relationships. Community-based stressors include the technology explosion and world problems. For 5 years, researchers trained 10- to 18-year-old students in relaxation, using biofeedback, guided imagery, autogenics, and deep breathing. The resulting theory of relaxation holds that: (1) relaxation training decreases arousal, with high-anxious persons more capable of change than low-anxious persons; (2) students evoke the relaxation response easily but have difficulty evoking arousal; (3) all training techniques are suitable, with cognitive methods more effective with extended practice; (4) practice creates an incremental effect; (5) personal training is more effective than cassette programs; and (6) biofeedback instrumentation enhances measurement of relaxation states. Relaxation training improved students' self-management skills, decreased state anxiety, increased girls' social interaction skills, improved self-concept, reduced test anxiety, and raised test scores and achievement. This document contains 136 references and suggestions for implementation of a system-wide stress management program. (SV)

ED 319 576 RC 017 570

Coe, Pam; Howley, Craig B.
The Condition of Rural Education in West Virginia: A Profile.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 89
NOTE- 15p.; For a related document, see RC 017 571-573.
CONTRACT- 400-86-0001
AVAILABLE FROM- Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Rural Areas; *Rural Education; *Rural Schools; *Rural Urban Differences; Rural Youth; School Districts; School Law; *State Legislation; State Programs; Student Characteristics
IDENTIFIERS- *West Virginia

According to the definition that a rural school district is one in which 75% or more of the population lives outside Standard Metropolitan Areas or in which student density is equal to or less than 10 pupils per square miles, 36 or 65% of West Virginia's 55 counties are classified as rural. State school policies do not specifically recognize the differences between urban and rural school districts. Although a few policies imply consideration for the rural nature of most of the state's school districts, none of the provisions have been funded. Since 1982, the state has been making an effort to promote a thorough and efficient system of free schools as mandated by Pauley vs. Bailey, a pioneering case and a catalyst for reform. Also known as the Recht decision, the ruling prescribed the precise subjects to be taught, the number of minutes of instruction, and curriculum goals. Typically, students in rural counties begin the school day with a long bus ride, have unemployed parents who dropped out of school, receive special education services, score lower on achievement tests and have a greater chance of dropping out of school. School revenues are raised from property taxes; this presents a problem in rural counties with no commercial or business properties. When school districts are ranked by quartiles based on student density, the least dense quartile is shown to have the lowest average personal income: approximately five-eighths of the average personal income of the most dense quartile of districts. Findings of a 1988 Task Force indicated serious problems existing in the structure and finance of the educational system and offered possible solutions. This document contains statistical data and 12 references. (ALL)

ED 319 577 RC 017 571

Coe, Pam; And Others
The Condition of Rural Education in Virginia: A Profile.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 89
NOTE- 15p.; For related documents, see RC 017 570-573.
CONTRACT- 400-86-0001
AVAILABLE FROM- Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Rural Areas; *Rural Education; *Rural Schools; *Rural Urban Differences; Rural Youth; School Districts; School Law; State Legislation; *State Standards; Student Characteristics
IDENTIFIERS- *Virginia

Of Virginia's 139 school districts (which are called "divisions"), 75 (or 54%) are classified as rural. A rural school district is defined as one in which 75% or more of the population lives outside Standard Metropolitan Areas or in which student density if less than or equal to 10 pupils per square mile. While there are large metropolitan areas situated near Norfolk, Roanoke, Richmond, and Washington, D.C., the state is predominantly rural. Virginia school legislation does not specify policies for rural education different from those for urban and suburban education. A revised funding formula, however, was implemented in 1987, taking into account the higher than normal per-pupil instructional and transportation costs associated with population sparsity. The state-supported system of distance learning is specifically designed to assist rural schools provide educational programs that they otherwise could not afford. The "Standards of Quality" are used to determine the minimum program of high quality education that must be offered by all school divisions. In general, most rural school students begin the day with a fairly long bus ride, may have parents who are unemployed or underemployed, are more likely to need special education services, score lower on achievement tests, are less likely to be classified as gifted than urban students, and are likely to have parents who did not graduate from high school or have only a high school education. Rural school districts differ from their urban counterparts by containing smaller numbers of schools and students and having less adequate of funding. When school districts are ranked by quartiles based on student density, the least dense quartile is shown to have the lowest average personal income: approximately three-fifths of the average personal income of the most dense quartile of districts. The Commonwealth of Virginia is making a concerted effort to equalize educational opportunities throughout the state, taking into account the difficulties and additional costs of providing quality education in isolated, rural areas. This document contains statistical data and 16 references. (ALL)

ED 319 578 RC 017 572

Coe, Pam; And Others
The Condition of Rural Education in Tennessee: A Profile.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 89
NOTE- 13p.; For related documents, see RC 017 570-573.
CONTRACT- 400-86-0001
AVAILABLE FROM- Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Rural Areas; *Rural Education; *Rural Schools; *Rural Urban Differences; Rural Youth; School Districts; School Law; *State Aid; State Legislation; Student Characteristics
IDENTIFIERS- *Tennessee

With the exception of four major metropolitan areas--Chattanooga, Knoxville, Memphis, and Nashville--Tennessee is a predominantly rural state with 56% (or 79) of its 142 school districts classified as rural. A rural school district is defined as one in which 75% or more of the population lives outside Standard Metropolitan Areas or in which student density is equal or less than 10 pupils per square miles. Tennessee school legislation does not specify policies for rural education different from those for urban or suburban education. The state establishes a curriculum framework with courses outside the mandated curriculum being permissible if the individual school district wishes to be innovative. Lack of central office staff to work with the state department prevents most rural districts from using innovative methods. In general, most rural school students begin the day with a fairly long bus ride, may have parents who are unemployed or underemployed, are more likely to need special education services and less likely to be classified as gifted than urban students, and are likely to have parents who did not graduate from high school or only have a high school education. In comparison to their urban counterparts, rural school districts tend to have fewer schools and students, and to be less adequately funded. When school districts are ranked by quartiles based on student density, the least dense quartile is shown to have the lowest average personal income: approximately three-fifths of the average personal income of the most dense quartile of districts. In 1988, a group of 66 counties filed a lawsuit challenging the state's funding formula. The consequent court decision may radically change the foundation of educational aid in Tennessee. This document contains statistical data and 12 references. (ALL)

ED 319 579 RC 017 573

Coe, Pam; And Others
The Condition of Rural Education in Kentucky: A Profile.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 89
NOTE- 14p.; For related documents, see RC 017 570-572.
CONTRACT- 400-86-0001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Elementary Secondary Education; Public Schools; *Rural Areas; *Rural Education; *Rural Schools; *Rural Urban Differences; Rural Youth; School Districts; School Law; State Aid; *State Legislation; Student Characteristics
IDENTIFIERS- *Kentucky

In Kentucky, 105 of 178 school districts, or 59%, are classified as rural. State law and administrative regulations presume that most school districts are both rural and isolated. The environment for rural schools in the state is heavily influenced by the fact that the majority of school districts are rural. Each school district must have a written plan for a program of school and community relations and provide a specified amount of school time to be spent on basic skills. Typically, rural students begin the day with a fairly long bus ride, may have parents who are unemployed or underemployed, are more likely to need special education services and less likely to be classified as gifted than urban students, and are likely to have parents who did not graduate from high school or have only a high school education. The rural student is apt to do more poorly in school than urban students and value education less. Rural school districts in Kentucky differ from urban school districts not only in student achievement but also in the adequacy of their funding. When school districts are ranked by quartiles of student density, the lowest two quartiles (i.e., half the districts) are shown to have equally average personal income: approximately five-eighths of the average personal income of the most dense quartile of districts. The highly varying tax rates on properties and the unequal distribution of wealth provide very unequal funding for school districts. In 1989, the supreme court ruled that the entire system of precollegiate education was unconstitutional because of the unequal educational opportunity. There has been a great deal of school consolidation in Kentucky's rural school districts, with virtually all feasible school consolidation having taken place. This document contains statistical data and 14 references. (ALL)

DOCUMENT RESUME

ED 319 580 RC 017 653

Sosa, Alicia
Making Education Work for Mexican-Americans: Promising Community Practices. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-RC-90-2
PUB DATE- Mar 90
NOTE- 3p.
CONTRACT- RI88062016
AVAILABLE FROM- ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Community Involvement; Elementary Secondary Education; *Enrichment Activities; *High Risk Students; Hispanic Americans; *Mexican American Education; Parent Education; Role Models; *School Community Programs; School Community Relationship; Social Support Groups; Youth Programs
IDENTIFIERS- California; ERIC Digests; Texas

Hispanic students have higher dropout rates and lower academic achievement than Anglo students. While schools have begun to address the issue of underachievement, some community groups have implemented enrichment programs that focus on the affective domain--self-esteem, family values, and cultural pride. This digest describes and synthesizes the successful strategies of several community programs in Texas and southern California: Valued Youth Partnership Program (San Antonio), Youth Community Service program (Los Angeles), Project ONDA (Opportunities for Networking and Developing Aspirations) (Dallas), Pasadera (Stepping Stone) Program (San Antonio), National Hispanic Institute programs (Austin), Del Mar College's Prefreshman Engineering Program (Corpus Christi), the University of Texas at El Paso's Mother-Daughter Program, and ADVANCE (San Antonio). These programs involve peer tutoring, adult mentors, training in leadership and communication skills, support groups, health promotion, child abuse prevention, and college experiences for high school students. These programs share many key features. In particular, they: (1) actively recruit students; (2) serve a small group of students; (3) direct personal attention at students; (4) focus on enrichment, not deficits; (5) target the affective domain; (6) validate the language and culture of students' homes; (7) provide support and role models using local resources; (8) facilitate other support needed to ensure attendance; and (9) celebrate students' accomplishments publicly. This digest contains 10 references. (SV)

ED 319 581 RC 017 654

McEachern, William Ross
Supporting Emergent Literacy among Young American Indian Students.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-RC-90-3
PUB DATE- Mar 90
NOTE- 3p.
CONTRACT- RI88062016
AVAILABLE FROM- ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *American Indian Education; *Beginning Reading; Cultural Activities; *Language Experience Approach; Listening Comprehension; *Prereading Experience; Primary Education; *Reading Comprehension; Reading Instruction; *Reading Materials; Reading Readiness; Teacher Developed Materials; Whole Language Approach
IDENTIFIERS- *Emergent Literacy; ERIC Digests

This digest links the development of listening comprehension to the emerging reading comprehension of young American Indian students, and suggests ways that teachers can use locally produced materials to enhance young students' emergent literacy. Reading comprehension is the key to literacy, and prior knowledge supports listening and reading comprehension. However, most commercial reading materials used in schools do not reflect American Indian students' exprience of the world. Since there are many culturally distinct American Indian groups, producing commercial "Indian" materials is not a viable alternative. Studies have shown, however, that culturally relevant instructional materials increased listening comprhension among American Indian primary students. Such findings indicate the effectiveness of teachers' efforts to produce instructional materials locally. Such efforts might involve inviting community storytellers into the classroom and transcribing oral presentations for use as reading materials, or encouraging children to develop stories based on their own experiences. Teachers must also recognize the linguistic diversity of their students, who may use English as first language, second language, or dialect. Students' linguistic backgrounds must be considered when designing a language arts program. This digest contains 10 references. (SV)

ED 319 582 RC 017 655

Sherwood, Topper
Got the Education Beat? Use ERIC! A Journalist's Handbook about the Educational Resources Information Center (ERIC).
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 90
NOTE- 27p.
CONTRACT- RI88062016
AVAILABLE FROM- ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Bibliographic Databases; *Educational Research; Information Centers; *Information Retrieval; *Journalism; Research Tools
IDENTIFIERS- Computer Searches; *ERIC

This brief guide provides journalists with information on the Educational Resources Information Center (ERIC). It describes what is in ERIC, why journalists writing education news should use ERIC, when ERIC is most useful, and how journalists can obtain access to ERIC. It explains how to search the ERIC database, manually or on compact disks (CD-ROM), and provides examples of manual and computer searches. It discusses how to obtain copies of journal articles in the "Current Index to Journals in Education" and documents in "Resources in Education." The guide lists addresses, phone numbers, and contact persons for ACCESS ERIC and the 16 ERIC clearinghouses, and provides bibliographic information and annotations for six other guides to ERIC. (SV)

ED 319 583 RC 017 656

Hunter, James; Howley, Craig B.
Capital Outlay: A Critical Concern in Rural Education. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-RC-90-1
PUB DATE- Mar 90
NOTE- 3p.; For the monograph by D. Thompson and others, see ED 306 067.
CONTRACT- RI88062016
AVAILABLE FROM- ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Capital Outlay (for Fixed Assets); *Educational Equity (Finance); Educational Finance; Elementary Secondary Education; Financial Problems; *Financial Support; Public Schools; *Rural Schools; School Construction; *School Districts; *State Aid; State School District Relationship
IDENTIFIERS- *Educational Adequacy; ERIC Digests

This digest, which is based primarily on the 1989 ERIC/CRESS monograph entitled "Achievement of Equity in Capital Outlay Financing: A Policy Analysis for the States," by D. Thompson G. Stewart, D. Honeyman, and R. Wood, addresses possible solutions to the emerging problem of capital outlay financing, with special attention to facilities in rural areas. Construction and maintenance of school buildings have traditionally depended on local funding. But rural school districts, operating on some of the lowest revenue bases in the country, are often unsuccessful in raising property taxes to meet capital outlay needs. Also, the state-mandated reforms of recent years have placed an additional burden on local budgets, diverting possible resources from capital outlay financing. Recent court rulings have linked capital outlay financing to the established legal premises of adequacy and equity and have implied the need to provide poor school districts with additional outside funds. State aid for capital outlay has been instituted in 28 states, ranging from full state funding to state or local building authorities, which often seek to involve private enterprise. All forms of such state aid have disadvantages related to loss of local control. Strong partnerships between state education agencies and local education agencies are vital to countering such disadvantages. This digest contains 10 references. (SV)

ED 319 584   RC 017 657

Directory of Organizations and Programs in Rural Education.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.; National Rural Education Association, Fort Collins, CO.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 73p.
CONTRACT- RI8862016
AVAILABLE FROM- ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 ($6.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Agencies; Clearinghouses; *Information Centers; National Organizations; *Organizations (Groups); Periodicals; Regional Programs; *Rural Education; *State Programs
IDENTIFIERS- Cooperative Extension Service; National Diffusion Network

Interest in the rural context of education is growing, and connections between education and the wider rural community are increasingly acknowledged to be important. Hundreds of organizations were contacted to update this directory, which provides recent information on programs, organizations, and resources useful to practitioners, policymakers, and researchers in rural education. Each entry includes address, phone number, and contact person; some contain a short description. Sections contain entries for 13 national associations and networks; 9 regional educational laboratories; 8 national information centers and clearinghouses; 38 statewide and regional associations, programs, and centers; 26 federal government agencies and hotlines; 15 rural journals; and state contacts for the National Diffusion Network (NDN), state education agencies with defined rural programs, state data centers, and offices of the Cooperative Extension System. NDN facilitators can be especially helpful in rural areas, as they can help select proven programs to match local needs. A final section lists 63 organizations that may have an interest in rural education but that were unable to reply with current information. An index lists entries by state. (SV)

ED 319 585 RC 017 760

Carrera, John Willshire

Educating Undocumented Children: A Review of Practices and Policies. A Trends and Issues Paper.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 89
NOTE- 51p.
CONTRACT- RI88062016
AVAILABLE FROM- ERIC Clearinghouse on Rural Education and Small Schools, P.O. Box 1348, Charleston, WV 25325 ($7.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Opinions/Personal Viewpoints/Position Papers/Essays (120) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Access to Education; *Childrens Rights; Civil Rights; *Court Litigation; Educational Discrimination; Educational Policy; Elementary Secondary Education; *Federal Legislation; Legal Responsibility; Public Education; School Policy; Student Rights; *Undocumented Immigrants
IDENTIFIERS- Detention; Immigration And Naturalization Service; *Immigration Law

This paper discusses trends and issues surrounding undocumented students in the United States. War, hope, political difficulties, and economic troubles propel immigrants into the country. Estimates range from 100,000 to 500,000 undocumented immigrants entering annually, almost one-fifth of whom are under age 15. Many undocumented children attend public schools. Issues for educators include the right to education for undocumented children, the right of immigration officials to enter the classroom, and children in detention. State laws say all school-aged immigrants are required to attend school without regard to citizenship. However, some immigrant students must receive permission from immigration officials to attend school, and that permission can be withdrawn. Education rights are defined by the courts, federal education acts, and civil-rights legislation. Provisions of the Immigrant Reform and Control Act and the Transition Program for Refugee Children tie services to students' immigration status. Other federal programs do not. Court decisions also address detention center issues, language proficiency, equal educational opportunity, and educational access by undocumented migrant students. Schools are advised to be aware of students' rights and work toward an atmosphere that is hospitable to all immigrants. They are prohibited from discriminating against students based upon their immigration status or making inquiries that might expose that status. Recommendations for schools include staff training, preparation of information materials, and the development of policies dealing with victimization or harassment of immigrant students. The document also includes a legal bibliography, a table of applicable court cases, and 14 references. (TES)

ED 319 586 SE 050 566

Mullen, Betty L.
Implementation of Parent Involvement in Math Program in Creve Coeur
Schools, Creve Coeur, Illinois.
PUB DATE- 8 Mar 89
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics;
*Homework; *Mathematical Enrichment; Mathematics Education;
Mathematics Instruction; Mathematics Materials; *Parent
Participation; Parent School Relationship; Program Descriptions

This paper reports on a pilot program called "TIPS" which was designed to promote parent involvement in mathematics lessons for grades 1-6 in Creve Coeur Elementary District 76, located in a small town on the outskirts of Peoria, Illinois. The program was begun in the first year of districtwide adoption of a new math textbook which provided parent involvement activities but no parent training component. The TIPS program added provisions for skill training for the parents and for parent response; district math curriculum guides were used as were student expectation reports to parents developed the previous year. Planning committee members then collected examples of key skills for conversion to the TIPS math adapted format, and lessons were written for each identified skill using materials provided by staff. Over the two-year timeline of this program, conducted between 1986 and 1988 160 students were involved and lessons were sent home on the average of every two weeks during the school year. The following sections are included in this report: (1) "District Characteristics"; (2) "Committee Expectations for Administration"; (3) "Committee Goals for the TIPS Program"; (4) "Committee Expectations for Teachers"; (5) "Timeline of Study"; (6) "The Study Group"; (7) "Format of Lessons"; (8) "Subject Matter of Lessons"; (9) "What Data Shows"; and (10) "Coordinator Observations." (CW)

ED 319 587 SE 050 727

Tisher, Richard P., Ed.
Research in Science Education, Volume 17. Selections of Refereed Papers from the Annual Conference of the Australian Science Education Research Association (18th, Wagga Wagga, New South Wales, Australia, July 1987).
Australian Science Education Research Association.
PUB DATE- 87
NOTE- 270p.; For volume 16, see ED 279 547. For volume 18, see ED 318 625.
AVAILABLE FROM- Business Manager, Faculty of Education, Monash University, Clayton, Victoria 3168, Australia.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; Cognitive Structures; College Science; *Elementary School Science; Elementary Secondary Education; Energy Education; Foreign Countries; Higher Education; *Misconceptions; Nonformal Education; Parent Role; Physical Sciences; Preservice Teacher Education; Problem Solving; Professional Development; Science Curriculum; Science Education; Science Teachers; *Scientific Concepts; Scientific Methodology; *Secondary School Science; Sex Bias; Social Background; Teaching Methods
IDENTIFIERS- *Science Education Research

A diversity of themes are addressed in the papers presented in this document; they include new topic areas as well as concerns that have been cited in previous issues. The papers focus on such topics as: (1) problem solving; (2) cognition; (3) the learning environment; (4) energy education; (5) the use of diagrams; (6) scientific methodology; (7) preservice teacher education; (8) misconceptions; (9) social background; (10) gender bias; (11) magnet schools; (12) teachers as researchers; (13) conceptual change; (14) teaching methods; (15) practical examinations; (16) non-formal education; (17) parental involvement; and (18) science curricula. A list of authors with addresses, and guidelines for authors are appended. (CW)

ED 319 588 SE 051 291

Reshaping School Mathematics: A Philosophy and Framework for Curriculum.

National Academy of Sciences - National Research Council, Washington, DC. Mathematical Sciences Education Board.

REPORT NO.- ISBN-0-309-04187-2
PUB DATE- 90
NOTE- 72p.
AVAILABLE FROM- National Academy Press, 2101 Constitution Avenue, NW, Washington, DC 20418 ($7.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Calculators; Computers; *Educational Change; *Educational Objectives; *Elementary School Mathematics; Elementary Secondary Education; Mathematical Concepts; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Mathematics Teachers; Mathematics Tests; Number Concepts; Problem Solving; *Secondary School Mathematics

As momentum for change in U.S. education continues to grow, questions about the nature and goals of mathematics education take on increasing urgency. This report proposes a framework for reform of school mathematics mainly through reshaping of the mathematics curriculum. Chapters included are: (1) "A Rationale for Change," describing changing conditions; (2) "A Practical Philosophy," discussing the nature of mathematics and the goals of mathematics education; (3) "Redesign from a Technological Perspective," discussing the use of calculators and computers; (4) "Redesign from a Research Perspective," discussing ways mathematics instruction needs to change based on numerous study findings; and (5) "Framework for Change," suggesting six principles, goals, and enabling conditions for the mathematics curriculum of the future. Lists 101 references. (YP)

ED 319 589 SE 051 397

Yore, Larry D.; And Others

An Assessment of What Grade 5 Students Know about Science Text and Science Reading. A Preliminary Report.

PUB DATE- 90
NOTE- 53p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (63rd, Atlanta, GA, April 8-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Area Reading; *Educational Assessment; *Elementary School Science; Foreign Countries; Grade 5; Intermediate Grades; Knowledge Level; Middle Schools; *Reading Comprehension; Science Education; *Science Materials; *Self Evaluation (Individuals)

This study was designed to develop effective and time efficient assessment techniques for self-appraisal of science text and science reading and to assess middle grade students' metacognitive knowledge about science text and science reading. Standardized interviews, word associations, concept maps, and objective examinations were administered to grade 5 students. Preliminary results of the interviews reveal that grade 5 students have reasonable declarative, procedural, and conditional knowledge about science text and science reading but much growth is needed for them to become efficient, successful science readers. These results identify metacognitive dimensions regarding science text and science reading that would be strengthened by explicit instructions designed to improve students' knowledge of the use of science text. Reciprocal teaching was also identified as a promising instructional strategy that provided the support required to develop self-appraisal skills. A list of 64 references is included and structured interview protocols, structured tests for assessing self-appraisal of science reading and science text, a form for concept mapping, and a set of word associations are appended. (CW)

ED 319 590 SE 051 398

Shermis, Mark D.; St. George, Ross
Item Bias in Mathematics Achievement: The Progressive Achievement Tests for Mathematics.
PUB DATE- Apr 90
NOTE- 29p.; Paper presented at the Annual Meeting of the National Council for Educational Measurement (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; Elementary Secondary Education; Foreign Countries; Item Analysis; *Item Bias; *Item Response Theory; *Mathematics Achievement; *Mathematics Tests; Test Bias; Test Interpretation
IDENTIFIERS- *New Zealand

This study examined differential item performance in the Progressive Achievement Tests for Mathematics (PAT Math) by both Pakeha (reference--majority) and Maori (focal--minority) students in New Zealand using both Item Response Theory (IRT) and non-IRT techniques. The PAT Math, a 50-item standardized test used in part to guide within class and school placement, was suspected of containing problems which might be biased in favor of the reference group. The sample consisted of the 726 Pakeha and 63 Maori students who had taken the test in 1985. After testing for unidimensionality, the data were calibrated using Logist V. Items were classified by patterns of Item Characteristic Curve (ICC) which were generated using the three-parameter logistic model. Six patterns were discovered, indicating different response patterns for the two groups. Results were compared against the Mantel-Haenszel chi-square test and the z-square test. Recommendations are made concerning the appropriate use of ICCs when the focal group size is too small to obtain stable IRT parameter estimates. The ICCs of all 50 items are appended. (Author/YP)

ED 319 591 SE 051 400

Useem, Elizabeth L.
Social Class and Ability Group Placement in Mathematics in the
Transition to Seventh Grade: The Role of Parental Involvement.
PUB DATE- 90
NOTE- 29p.; Paper presented at the Annual Meeting of the American
Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability Grouping; Assignments; Correlation; *Course
Selection (Students); *Grade 7; Junior High Schools; Mathematics
Achievement; Parent Influence; *Parent Participation; Parent
Student Relationship; *Secondary School Mathematics; *Social Class;
Student Placement

On the premise that it is important to examine parental attitudes as children enter the middle grades since it is at this point that decision shaping students' subsequent course taking patterns are made, this study examined the degree to which parents were involved in the assignment of their children to mathematics courses in the seventh grade. Two adjacent suburban school districts having similar demographics but different policies on track placement were chosen for the study. Data indicating parental social class, educational level, and involvement in their children's education were collected by using scales and interviews. There was a high correlation between the parents' educational level and student placement in mathematics ability groups in the sixth and seventh grade. Students in the lowest level were significantly more likely than students in the other two levels to be living in a single parent family. Parental knowledge about the tracking system, parental integration into school affairs and informal parental networks, parental intervention in children's education, and

parental influence over children's math course choices. (YP)

ED 319 592 SE 051 401

Stevenson, Harold W.; And Others
Making the Grade in Mathematics: Elementary School Mathematics in the United States, Taiwan, and Japan.
National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-292-9
PUB DATE- 90
NOTE- 38p.
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 ($9.50; 10 or more 20% discount).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Communication; *Cross Cultural Studies; Elementary Education; *Elementary School Mathematics; Foreign Countries; *Mathematics Achievement; Mathematics Education; Mathematics Instruction; *Mathematics Teachers; *Parent Influence; Parent Participation; *Parent Student Relationship
IDENTIFIERS- Japan; Taiwan

Over the last decade, it has been reported that American students lag behind their Asian counterparts as early as the first grade. This study investigated variables influencing elementary school students' mathematics achievement in Japan, Taiwan, and America. Children's mathematics achievement and cognitive abilities were tested. Children, teachers, and principals were interviewed about their reactions to school. Mathematics textbooks and mathematics instruction were analyzed. The following chapters are provided: (1) "The Problem"; (2) "The Study"; (3) "Cities"; (4) "Schools" (comparing organization, ranking, after-school classes, and homework); (5) "Textbooks" (discussing the differences in how the books are used); (6) "Achievement Tests" (comparing scores on computation and word problems); (7) "Cognitive Tests" (reporting no overall differences); (8) "Classroom Observations" (discussing time for mathematics, in-class behavior, and teaching); (9) "Attitudes about Mathematics"; (10) "Beliefs about Effort and Ability"; and (11) "Mothers and Homes." The following four recommendations to improve achievement of American children are offered: reorganize the school day; make mathematics exciting; get more assistance from parents; and change unhelpful assumptions. (YP)

DOCUMENT RESUME

ED 319 593 SE 051 403

Horn, Laura

Trends in High School Math and Science Course Taking: Effects of Gender and Ethnicity.

PUB DATE- 90

NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Course Selection (Students); Educational Improvement; *Educational Trends; *Females; High Schools; Mathematics Curriculum; Mathematics Education; *Minority Groups; National Surveys; Science Curriculum; Science Education; *Secondary School Mathematics; *Secondary School Science

Improving the quality of primary and secondary education has become a national imperative, especially in the fields of mathematics and science. Many have cited the results of international comparisons as cause for alarm and thus for the need to make fundamental changes in the educational system. With so much attention focused on the need for better mathematics and science education, it is important to understand the changing patterns in course taking in these fields. The purpose of this paper is to provide a descriptive summary of the changing trends in high school course taking in mathematics and science for students who graduated between 1969 and 1987. This analysis focuses specifically on gender and racial/ethnic group differences. The study compares the average number of credits completed in mathematics and science classes for public school students based on high school transcripts collected in four national surveys. These surveys included the Educational Testing Service Study of Academic Prediction and Growth (1969); the National Longitudinal Survey of Labor Force Experience: Youth Cohort (1975-1978 and 1979-1982); High School and Beyond (1982); and the National Assessment of Educational Progress Transcript Study (1987). Twenty-eight figures display the statistical data. (CW)

ED 319 594 SE 051 404

Jackson, David F.; And Others
Teaching and Learning about Graphing through Computer-Assisted Problem Solving: Issues in the Design and Interpretation of Graphs, the Design and Use of Educational Software, and Classroom Research Methodology.
PUB DATE- Apr 90
NOTE- 256p.; Paper set presented at the Annual Meeting of the National Association for Research in Science Teaching (63rd, Atlanta, GA, April 8-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Graphics; *Computer Software; *Computer Software Development; Computer Uses in Education; Data Analysis; *Graphs; Mathematical Concepts; Mathematical Formulas; Mathematics Skills; Multiple Regression Analysis; Secondary Education; *Secondary School Mathematics

Recent research has demonstrated the promise of graphing software as an aid to teaching graphs in two content areas: line graphs of aspects of motion and graphs of algebraic functions. This study attempted to generalize the idea of computer-assisted graphing to include the use of several kinds of graphs to solve a wider range of problems. A unit on graphical data analysis comprising seven class sessions was developed for secondary school students. Three sessions were devoted to didactic teaching aimed at familiarizing the students (1) with reading and using graphs and (2) with the capabilities of the software. Three sessions were devoted to guided practice in graphical data analysis in the context of problem sets. The final class session was devoted to a paper-and-pencil, free-response test, designed to correspond to the task environment similar to that of the computer problem-solving sessions. The research methodology consisted of observations of students' work and spontaneous interviews. The graphing software included a facility which automatically recorded behavioral trace data of the students' actions during the problem solving sessions. Student data were analyzed in two major ways: sequence matching and pattern matching; results of the analysis are presented in detail. Titles of the individual papers in this set are as follows: "Teaching the Design and Interpretation of Graphs through Computer-Aided Graphical Data Analysis" (B. J. Edwards, D. F. Jackson, C. F. Berger); "The Design of Software Tools for Meaningful Learning by Experience" (Jackson, Edwards, Berger); and "Using Technology To Interpret Large-Scale Complexity: The Use of Scientific Sequence Analysis Algorithms in Research on Computer-Assisted Problem Solving" (Jackson, Berger). (Author/YP)

ED 319 595 SE 051 405

Scharmann, Lawrence C.
Results of an Inservice Workshop To Promote Science-Technology-Society (STS) Instructional Orientations.
PUB DATE- 90
NOTE- 11p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (63rd, Atlanta, GA, April 8-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Inservice Teacher Education; Program Effectiveness; Program Evaluation; *Rural Schools; *Science and Society; Science Instruction; Science Teachers; Teacher Education Programs; *Workshops
IDENTIFIERS- *Science Technology and Society Courses

This study examined the influence of a 1-week intensive inservice workshop on the teacher's recognition of contemporary goals of science education and for developing science-technology-society (S-T-S) instructional themes. The inservice participants consisted of a group of 13 experienced teachers from rural school districts whose instructional assignments were either primarily science or social studies with a requirement to also teach science. Data were collected using "Contemporary Goals Survey" (CGS) and "Stages of Concern (SoC) instrument. The CGS data analysis indicated significant differences between pretest and posttest scores for seven of the eight item statements. A qualitative examination of SoC profiles indicated a shift away from the three lower (Awareness, Informational, and Personal) and toward the three higher (Consequence, Collaboration, and Refocusing) Stages of Concern toward S-T-S instruction. The results of this study indicate that an intensive workshop is capable of promoting a shift in instructional orientation in a direction consistent with the stated goals. (Author/YP)

ED 319 596 SE 051 406

Flick, Larry
Affecting Preservice Elementary Teachers' Attitudes toward Inquiry Teaching in Science through Projects with Individual Children.
PUB DATE- 90
NOTE- 11p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (63rd, Atlanta, GA, April 8-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Science; *Elementary School Teachers; Higher Education; Inquiry; *Methods Courses; *Preservice Teacher Education; *Science Instruction; *Science Teachers; *Teacher Attitudes; Teacher Education Curriculum; Teacher Education Programs

The purpose of this study is to improve attitudes toward learning science and inquiry-based, science teaching through specially designed instruction in a science methods course for preservice teachers. Eighty preservice teachers over two terms elected to complete one of two projects as part of their science methods course. The "Discussions in Science" (DiS) project used a science topic as the basis for discussions between teacher and child. The teachers analyzed children's thinking about sciences as well as variables affecting inquiry science teaching. The "Mentorship Program" (MP) project used a topic jointly selected by a middle school able learner and the teacher based on a mutual interest. These topics were generally in the social sciences and the project focused on developing a presentation by the able learner. The Test of Science-Related Attitudes and Preferences and Understandings were adapted to measure attitudes toward science and inquiry teaching. Paired t-tests of pretest and posttest gain scores showed a significant increase in attitudes toward inquiry teaching in the DiS project and not in the MP project. An analysis of covariance holding pretest attitudes constant failed to show a significant difference. (Author/YP)

ED 319 597 SE 051 407

Beichner, Robert J.
The Effect of Simultaneous Motion Presentation and Graph Generation in a Kinematics Lab.
PUB DATE- 90
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (63rd, Atlanta, GA, April 8-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Science; Computer Assisted Instruction; *Graphs; Higher Education; High Schools; *Laboratory Equipment; Laboratory Experiments; *Mechanics (Physics); *Motion; *Physics; Secondary School Science; *Video Equipment
IDENTIFIERS- *Laboratory Interfacing

Research indicates that the educational effectiveness of Microcomputer-Based Laboratories (MBL) may be due to the real time nature of the experience. This article describes a study where kinesthetic feedback was completely removed by giving students only visual replications of a motion situation. If simultaneity of perception is the important variable, then a video recreation of the motion event alongside a graph might be enough to help the students link the real event with the graph. The 165 high school and 72 college students were randomly assigned to one of four groups. The two experimental dimensions were the type of laboratory experience (either VideoGraph or traditional manipulative methodology) and real motion event or not. The laboratory tasks required two hours. Two parallel versions of the Test of Understanding Graphs-Kinematics were used for pretest and posttest. A two-way analysis of covariance was performed on the posttest scores with the pretest as the covariate. There was no significant main effects and no interaction, although the higher posttest scores were made by the VideoGraph students. A comparison of overall pre and posttest scores showed that learning had occurred in all the four groups. About 80% of college students preferred the VideoGraph technique. (YP)

ED 319 598 SE 051 408

Jones, Gail

Cognitive Conflict and Cooperative Learning.

PUB DATE- 90
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (63rd, Atlanta, GA, April 8-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Dissonance; Cognitive Processes; Cognitive Structures; *Concept Teaching; *Cooperative Learning; Elementary Education; *Elementary School Science; Laboratory Experiments; Laboratory Procedures; *Misconceptions; Physics; Rural Schools; *Science Instruction; *Temperature

This study compared the effects of cooperative learning groups to traditional instruction in remediating students' misconceptions about temperature. Students from grades 3, 4, and 5 in two rural elementary schools participated in the study. Students completed a pretest, a cognitive conflict laboratory activity and a posttest that measured qualitative and quantitative aspects of their understanding of temperature. The control group completed the activity in traditional dyads and the experimental group completed the activity in cooperative learning groups composed of four students. The experimental group was given laboratory worksheets that asked the group to first solve a qualitative problem and the quantitative problems that referred to the same type of measurement to create cognitive conflict between the two representational systems related to temperature. Students were asked to compare their answers on the two problems. If their answers conflicted, they were told to decide which answer was correct and to carry out an experiment to prove their answer. No directions were given for control group students on the predictions or results, but they were asked to answer the questions on the laboratory activity sheet together. The results indicated that the conflict training was effective in changing students' concepts of temperature, but the cooperative learning groups were no more effective than the traditional dyads. (YP)

ED 319 599 SE 051 409

BouJaoude, Saouma B.

The Relationship between Students' Learning Strategies and the Change in their Chemical Misunderstandings during a High School Chemistry Course.

PUB DATE- 90
NOTE- 25p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (63rd, Atlanta, GA, April 8-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; Attitudes; *Chemistry; *Concept Formation; High Schools; *Learning Strategies; *Misconceptions; Prior Learning; Science Instruction; *Science Tests; *Secondary School Science

The purpose of this study was to: (1) investigate the relationship between the learning approaches of high school students, their prior knowledge, and their attitudes toward chemistry, and their performance on a misconceptions test; and (2) describe and analyze the differences between the responses of students of different learning approaches on the same test. Forty-nine high school students enrolled in two sections of New York State Regents Chemistry classes at a suburban school participated in this study. The Misunderstandings Test about burning and chemical change, Students' Learning Strategies Questionnaire, Attitude toward Chemistry Questionnaire, and Differential Aptitude Tests were used to collect data. The Misunderstandings Test was used twice within an 8-month span; students' responses from the two are discussed. Results demonstrated that students' performance on a misunderstandings pretest and students' learning approaches accounted for a statistically significant proportion of the variance on students' performance on the misunderstandings posttest. The results showed that students who identified themselves as meaningful learners performed better than rote learners on the misunderstandings posttest. (Author/YP)

ED 319 600 SE 051 410

Parsons-Chatman, Sharon
"Making Sense of Constructivism in Preservice: A Case Study."
PUB DATE- 90
NOTE- 25p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (63rd, Atlanta, GA, April 8-11, 1990).
AVAILABLE FROM- Sharon Parsons-Chatman, Department Math/Science Education, University of British Columbia, 2125 Main Mall,

Vancouver, B.C., Canada V6T 1Z5.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Foreign Countries; Higher Education; *Practicums; *Preservice Teacher Education; Protocol Analysis; *Science Teachers; Secondary Education; *Student Teaching; *Teacher Attitudes; *Teacher Education; Teacher Education Programs
IDENTIFIERS- Canada; *Constructivism; Reflective Teaching

This study explored secondary preservice science teachers' attempts to implement a constructivist approach to science teaching in a practicum setting. Described is the secondary science education program at St. Francis Xavier University. Interview excerpts are presented as data. Results indicated: (1) student teachers went through two developmental phases--reistant phase and experimentation phase; (2) students reported an institutional resistance to using a constructivist approach to science teaching; (3) the personal disposition of the student teacher together with institutional support appeared to be strong variables in influencing preservice teachers' acceptance of a constructivist approach; and (4) most of the students reported changing their view of teaching, but it was not supported in most cases in the practicum setting. The questionnaire on science teaching is appended. (YP)

ED 319 601   SE 051 411

Enochs, Larry G.; Riggs, Iris M.
Further Development of an Elementary Science Teaching Efficacy Belief Instrument: A Preservice Elementary Scale.
PUB DATE- 90
NOTE- 30p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (63rd, Atlanta, GA, April 8-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; Elementary Education; Elementary School Science; *Elementary School Teachers; *Inservice Teacher Education;

*Science Teachers; *Self Efficacy; *Test Construction; *Test Items

If elementary science education is to be improved, elementary teachers must be willing to devote more time and energy to the curriculum. Increased self-efficacy and outcome expectancy beliefs were predicted antecedents to the behavior change. This study was designed to provide a valid and reliable measure of the teacher self-efficacy of preservice elementary science teachers. In order to do this, the Riggs (1988) Science Teaching Efficacy Belief Instrument (STEBI) Form A was modified from an inservice orientation to measure the beliefs of elementary preservice teachers. Based upon Bandura's social learning theory, the two-sub scales of STEBI (Form B) measure constructs of self-efficacy and outcome expectancy with regard to science teaching and learning. Item and factor analyses revealed that the scales are homogeneous and distinct, and the new form (Form B) is consistent with the previous form. Twenty-two references, five tables and the survey instruments are attached. (YP)

ED 319 602 SE 051 412

DeTure, Linda R.; And Others
The Science Preparation of Elementary Teachers.
PUB DATE- 90
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (63rd, Atlanta, GA, April 8-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; *College Curriculum; College Science; Elementary Education; Elementary School Teachers; Higher Education; *Methods Courses; *Preservice Teacher Education; *Science Education; *Science Teachers; *Teacher Education Curriculum; Teacher Education Programs

Science may be the subject area in which elementary teachers are the least confident and prepared to teach. The purpose of this project was to develop an effective model to better prepare teachers by enhancing their content background, and helping them teach inquiry-oriented science. Three departments, Biology, Chemistry, and Education, combined efforts to redesign the science program for elementary teachers by developing and implementing a new sequence of science courses. The first content course

integrated chemistry with biology and emphasized the interdisciplinary nature of science. A companion methods course facilitated student's ability to use process skills and to apply the concepts in the content course. The treatment group had significant posttest gains for the cognitive test, but the companion group did not. In regard to attitudes, no group was significantly different in their attitudes toward science and attitudes of students did not become more positive after completing either of the science courses. (YP)

ED 319 603 SE 051 413

Wavering, Michael J.
What Do Prospective Science Teachers Understand about the Nature of Science?
PUB DATE- 90
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (63rd, Atlanta, GA, April 8-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Beliefs; *Creationism; *Evolution; Higher Education; *Methods Courses; Preservice Teacher Education; Science Instruction; *Science Teachers; *Scientific Methodology; Teacher Characteristics; *Teacher Education Curriculum; Teacher Education Programs
IDENTIFIERS- *Nature of Science

The questions for this research were: (1) what did preservice teachers know about the nature of science; (2) what were their religious beliefs that had implications for how they viewed science; and (3) what effect did instruction on the nature of science have in changing their knowledge level? A 25-item questionnaire was given to secondary science methods students (N=63) before and after a course. Instruction about the nature of science constituted the first two to three class periods. Students read articles, received lectures, and held discussions pertaining to theories, laws, hypotheses, and scientific processes. Two factors were determined using a factor analysis: religious belief, and nature of science and evolution. Factor 1 had .31 correlation with knowledge of theory and evolution. Many students were very

unsure of their knowledge of the nature of science and many had misinformation. The questionnaire is attached. (YP)

ED 319 604 SE 051 414

McKnight, Curtis C.; And Others

Task Analyses of Critical Evaluations of Quantitative Arguments: First Steps in Critical Interpretation of Graphically Presented Data.

PUB DATE- 90
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Cognitive Processes; Cognitive Psychology; *College Mathematics; *Data Interpretation; Data Processing; *Graphs; Higher Education; *Information Processing; Interviews; *Mathematics Skills; Protocol Analysis

The ability to think critically in the presence of arguments with essential quantitative elements, most often graphical elements, will become an essential skill for educated citizens in the future. This paper takes one specific graphical display, a narrow series of observational and interpretational tasks related to a graph, and using a small set of case studies, takes some initial steps in characterizing the organization and nature of cognitive information processing in relation to those tasks. Seventeen college freshmen were interviewed using a graph and three questions on the graph; data from 10 subjects was analyzed. A model of data point reading; the organization of cognitive processing; and a catalog of processing errors and off-task processing were discussed. Some distinctions in the processing are outlined for further exploration. (YP)

ED 319 605 SE 051 415

Dori, Yehudit
Attitudes toward a Simulation Based Chemistry Curriculum for Nursing Students.
PUB DATE- 89
NOTE- 8p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Chemistry; *College Science; Course Content; Course Descriptions; *Course Evaluation; Foreign Countries; Higher Education; Nurses; *Nursing Education; *Science Curriculum; *Student Attitudes
IDENTIFIERS- *Israel

Chemistry anxiety exists among nursing students as well as other allied health professions. The causes for this anxiety may be attributed to three variables. Chemistry: (1) is perceived as difficult; (2) involves a multitude of facts; and (3) is not connected to reality. A curriculum with a simulation format has been developed to help Israeli nursing students cope with the obstacle of learning chemistry. It is enhanced by intensive written exercises and manipulative teaching aids. Examples include revival of a patient hurt in a traffic accident, and the diagnosis of metabolic acidosis by testing the pH of the blood. Analysis of open attitude questionnaires showed the development of more positive attitudes towards chemistry. The attitude change was attributed to the following: (1) the curriculum applied principles considered as essential by health care professionals and educators; (2) the textbook was written in Hebrew, thus removing the psychological barrier against using English textbooks; and (3) the approach established a link between the abstract ideas presented by pure chemistry and the real, everyday life of the nursing students' future profession. (Author/YP)

ED 319 606 SE 051 416

Pereira-Mendoza, Lionel, Ed.; Quigley, Martyn, Ed.
Canadian Mathematics Education Study Group = Groupe Canadien d'etude en didactique des matematiques. Proceedings of the Annual Meeting (St. Catharines, Ontario, Canada, May 27-31, 1989).
Canadian Mathematics Education Study Group.

PUB DATE- 90
NOTE- 149p.; For 1988 Proceedings see ED 305 235; for IAEP study, see ED 306 259.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Calculus; College Mathematics; *Computer Assisted Instruction; Computer Uses in Education; *Elementary School Mathematics; Elementary Secondary Education; Foreign Countries; Geometry; *Mathematical Concepts; Mathematical Linguistics; Mathematics Curriculum; *Mathematics Education; *Mathematics Tests; *Proof (Mathematics); Secondary School Mathematics
IDENTIFIERS- *Canada; Constructivism

These conference proceedings include two invited lectures, four working group reports, five topic group reports, a list of participants, and a list of previous proceedings. The invited lectures were: "Teaching Mathematical Proof: Relevance and Complexity of a Social Approach" (Nicolas Balacheff) and "Geometry Is Alive and Well!" (Doris Schattschneider). The topics of the working group reports were: (1) using LOGO-based software (Benoit Cote, Sandy Dawson); (2) using the Computer Algebra Systems (Eric Muller, Stan Devitt); (3) aspects of communication and other functions of language used in mathmematics (David Pimm); and (4) using research methods of mathematical conceptions based on constructivism (Rafaella Borasi, Claude Janvier). The topic groups dealt with: computer uses in the elementary classroom (W. George Cathcart); constructions of fundamental mathematical concepts and the kindergartner's construction of natural numbers (Jacques Bergeron, Nicolas Herscovics); multicultural influences (Linda Davenport); meaning of grades assigned by teachers (Rose Traub et al.); and a discussion (not presented in this document) of the results of the 1988 International Assessment of Educational Progress Study (Dennis Raphael). Appended are lists of proceedings participants and of previous proceedings available through ERIC. (YP)

ED 319 607 SE 051 417

Sydney-Smith, Ian; Treagust, David F.
Teachers' Degree of Satisfaction Concerning the Implementation of an Inquiry-Oriented Secondary Biology Course.
PUB DATE- 90
NOTE- 25p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (63rd, Atlanta, GA, April 8-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biology; *Curriculum Evaluation; Foreign Countries; Inquiry; *Science Curriculum; Science Materials; *Science Teachers; Secondary Education; *Secondary School Science; *Teacher Response
IDENTIFIERS- *Australia

The "Web of Life," adapted from the green version of the Biological Sciences Curriculum Study (BSCS), has gained a virtual monopoly in Australian upper secondary school biology classrooms since its introduction in 1967. A recent increase in the diversity of student interests, academic abilities, attitudes, and vocational aspirations has generated formal evaluation and informal debate among biology teachers regarding the appropriateness of the present course. This study investigated the degree of satisfaction-dissatisfaction of the "Web of Life" course as indicated by 60 experienced teachers. The development of the Teachers' Perception and Opinion Questionnaire (TPOQ) was described. Nine categories measured by 50 items of the TPOQ were: (1) curriculum materials; (2) curriculum content; (3) learning skills; (4) philosophy of the course; (5) assessment of student achievement; (6) tertiary entrance exam; (7) management; (8) teacher characteristics; and (9) student characteristics. Teachers' responses by categories and items were reported. The highest satisfaction was related to the curriculum package and the highest areas of dissatisfaction were related to the externally set examination, the current population of students, and the knowledge and skills of biology teachers. The paper concludes with recommendations for improving inquiry teaching and for developing an alternative course to cater for the diverse range of students. (YP)

DOCUMENT RESUME

ED 319 608 SE 051 418

Crocker, Betty; And Others

Effects of Encouragement or Discouragement for Using Hands-On Science Activities upon Teaching Style.

PUB DATE- 90

NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (63rd, Atlanta, GA, April 8-11, 1990).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Elementary Education; *Elementary School Science; *Elementary School Teachers; *Science Instruction; *Science Teachers; Surveys; *Teacher Behavior; Teaching Methods; *Teaching Styles

IDENTIFIERS- *Hands On Experience

Observation in schools by college supervisors indicates a gap between what a teacher knows on a theoretical level and what is actually done in classrooms on a practical level. This study was to determine where teachers perceived encountering encouragement or discouragement for lessons involving hands-on activities in science. A questionnaire was developed and administered to 135 teachers. The results indicate that a teacher's early experiences and feelings of personal success have a direct impact on the continued or discontinued use of hands-on science activities in their classroom. The source of the strongest encouragement to use hands-on experiences were identified as the areas of Teaching Experience and Self, yet, the source of the strongest discouragement were the areas of Teaching Experience and Administration. Many teachers indicated that they had received strong encouragement and had enough knowledge of the teaching style, but they were not teaching in a style compatible with their science methods class. If teachers had positive teaching experiences with these methods and felt confident about themselves, they were more likely to use hands-on experiences in their classrooms. (There are 7 tables and 15 references.) (YP)

ED 319 609 SE 051 419

Berlin, Donna F.; White, Arthur L.
An Instrument To Measure Spatial-Symbolic Information Processing Ability.
PUB DATE- 90
NOTE- 17p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (63rd, Atlanta, GA, April 8-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Students; *Factor Analysis; Information Processing; *Pattern Recognition; *Serial Ordering; *Spatial Ability; *Test Construction; Visual Measures

The ability to recognize, extend, and relate patterns and sequences to numeric, figural, and word representations plays a prominent role in science education. This study provided validation information for an instrument to assess childrens' ability to recognize and extend patterns and sequence in different representational forms. A 57-item instrument, designed to measure spatial-symbolic information processing, was developed. The results of this data collection were subjected to principal components and factor analysis procedures to identify underlying constructs. Three factors were identified by the analysis and clarified by a varimax rotation and accounted for 28.6% of the variance of the responses. These factors were: (1) Numeric Patterns/Sequences; (2) Figural Patterns/Sequences; and (3) Word Concept Patterns/Sequences. Grade level effects were found on the first two factors. (11 tables, 13 references) (Author/YP)

ED 319 610 SE 051 420

Erle, Sharon B.
An Examination of a Problem Solving Partnership from a Social Interaction Perspective.
PUB DATE- 90

NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Learning; *Elementary School Students; Grade 5; Intermediate Grades; Mathematics Skills; *Observation; *Peer Influence; *Peer Relationship; *Problem Solving; Socialization

This paper examined a problem-solving partnership where both partners actively participated and where there were conflicting points of view. After several weeks of observation of an entire fifth grade class working in small groups, a dyad of two boys was selected for closer examination. Nonroutine mathematics problems were used as tasks. A videotape taken while they were working both cooperatively and individually was analyzed for interaction patterns, partnership roles, and problem solving strategies. Individual problem solving behaviors of the two boys were analyzed; one was identified as a risk taker and the other as a strategist. The interaction behaviors of the boys were discussed in terms of roles, competitive collaboration, and strategy change by partner. (YP)

ED 319 611 SE 051 421

Berney, Tomi D.; Cantalupo, Denise
Staff Development Workshops for High School Science Teachers of Limited English Proficient Students 1988-89.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Mar 90
NOTE- 21p.
AVAILABLE FROM- New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Teachers; English (Second Language); High Schools; *Inservice Teacher Education; *Limited English Speaking; Minority Groups; Science Programs; *Science Teachers; *Secondary School Science; *Staff Development; Urban Schools; Workshops
IDENTIFIERS- *New York City Board of Education

The staff development workshops for high school science teachers of Limited English Proficient (LEP) Students program are described.

The project provided services which involved: creating a resource library, collecting videotaped records of the staff development workshops for future training sessions, disseminating information and materials, and consulting field practitioners to identify appropriate materials to be used for science instruction. Staff development was provided at five workshops. The workshop presenters were familiar with current science education research and had experience in conducting workshops for applying research to practice. The program served to increase the solidarity of the participants, identified the unique problems of LEP students in science achievement, and offered alternative instructional approaches. One inhibiting variable was the limited number of materials on science instruction for LEP students in the newly formed resource library. Two recommendations were made: (1) participants must attend all workshops; and (2) staff development should be an ongoing activity. (YP)

ED 319 612 SE 051 424

Hall, Donald A.

The Effects of an Innovative Activity-Centered Biology Program on Attitude toward Elementary Teachers.

PUB DATE- 90
NOTE- 14p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (63rd, Atlanta, GA, April 8-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biology; Classroom Environment; *College Science; Elementary Education; *Elementary School Science; Experiential Learning; Higher Education; *Preservice Teacher Education; Science Education; *Science Instruction; *Student Attitudes; Teaching Methods

One of the primary goals in many teacher education programs is to design and to implement specific courses, strategies, and methods that promote positive attitude toward science and science teaching among elementary education majors. This paper describes the effects of a biology content course, patterned after innovative elementary school science programs, on attitude toward science teaching among prospective elementary teachers. Attitude was measured using the Revised Science Attitude Scale pretest-postest. Subjects were 159 students enrolled in a biology content course designed specifically for prospective elementary teachers. There were significant positive differences in attitude toward science teaching pre-test-post-test following 10 weeks of instruction. It was suggested that factors such as inadequate science background, lack of specific training, high science anxiety, and failure to understand the nature of science could have contributed to any negative feelings toward science teaching. Positive feelings could have been generated by the program itself, by employing specific strategies emphasizing concrete examples and live materials, and by promoting built-in opportunities for student success. In addition, classroom climate (including small-group activities, social interaction, and positive student-teacher relationships) could have contributed to favorable attitude toward science teaching. (CW)

ED 319 613   SE 051 425

Carlsen, William S.
Teacher Knowledge and the Language of Science Teaching.
PUB DATE- 90
NOTE- 26p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (63rd, Atlanta, GA, April 8-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; *Biology; Cognitive Development; Familiarity; *Knowledge Level; Questioning Techniques; Science Education; *Science Teachers; Secondary Education; *Secondary School Science; Teacher Characteristics; *Teaching Methods

This paper describes the effects of science teacher subject-matter knowledge on classroom discourse at the level of individual utterances. It details one of three parallel analyses conducted in a year-long study of language in the classrooms of four new biology teachers. The conceptual framework of the study predicted that when teaching unfamiliar subject matter, teachers would use a variety of discourse strategies to constrain student talk to a narrowly circumscribed topic domain. The paper includes the results of an utterance-by-utterance analysis of teacher and student talk in a 30-lesson sample of science instruction. Data are broken down by classroom activity for a number of measures, including duration of utterances, domination of the speaking floor by the teacher, frequency of teacher questioning, cognitive level of teacher questions, and student verbal participation. When teaching unfamiliar topics, the four teachers in this study tended to talk more frequently and for longer periods of time, ask questions frequently, and rely heavily on low cognitive-level questions. The rate of student questions to the teacher was found to vary with the classroom activity. In common classroom communicative settings, student questions were less common when the teacher was teaching unfamiliar subject matter. The implications of these findings include a suggestion that teacher knowledge may be an important unconsidered variable in research on the cognitive level of questions and teacher wait-time. (Author/CW)

ED 319 614 SE 051 427

Shaw, Edward L., Jr.; Doan, Robert L.
An Investigation of the Differences in Attitude and Achievement between Male and Female Second and Fifth Grade Science Students.
PUB DATE- 90
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (63rd, Atlanta, GA, April 8-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Elementary Education; *Elementary School Science; *Females; *Grade 2; *Grade 5; Science Education; *Sex Differences; *Student Attitudes

The purpose of this study was to investigate the difference in attitude toward achievement in science between boys and girls in grade two and in grade five to see if differences reported for middle school students may apply to elementary students. The need for such research is based upon the growing awareness among teachers, parents, administrators, researchers, and scholars that males outnumber females in science courses and science careers. The subjects in the study were administered the Nyberg and Clark Attitudinal Scale and the Stanford Achievement Test during the spring of 1985. The data were analyzed using independent t-tests. The results of this study indicated that the elementary students in grades 2 and 5 did not exhibit any gender differences in achievement and attitudes toward science. It appeared that students in this study had not been negatively affected by their encounter with science instruction. This study seems to imply that the early and continued positive science experiences by students are necessary to avoid a negative attitude towards science in later years. (CW)

ED 319 615 SE 051 428

Borger, Bill
An Evaluation of Science and Geography Documents and Texts in Ontario Schools from an Environmental Perspective.
PUB DATE- Apr 90
NOTE- 208p.; Master's Thesis, Queen's University.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Conservation (Environment); Elementary Secondary Education; *Environmental Education; Foreign Countries; *Government Role; Qualitative Research; *Science and Society; Science Education; *Textbook Content; *Textbooks
IDENTIFIERS- *Ontario

This study evaluated Ontario Ministry of Education documents and textbooks for environmental content. The documents evaluated were the "Ontario Schools: Intermediate and Senior Divisions" OSIS science and geography curriculum guidelines from grades 7-12. Corresponding textbooks in science and geography were also evaluated. Also investigated was whether the environmental content was presented from an "Environmental Perspective." The "Environmental Perspective" was based on a 20 year analysis of environmental data and issues. Both quantitative and qualitative approaches were used. All of the data used in the analyses are included in the appendices. This study revealed a small amount of environmental content and that this content was not presented from the "Environmental Perspective." Textbooks are negligent in their treatment of environmental issues and this negligence parallels the policies of the Ontario Ministry of Education as revealed in their published curriculum guidelines. (Author/CW)

ED 319 616 SE 051 429

Bennett, Elizabeth M.; Thompson, Ertle
The Exhibit Interpreter: An Attention-Focuser in Science Museums.
PUB DATE- 90
NOTE- 25p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (63rd, Atlanta, GA, April 8-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Behavior Patterns; *Educational Facilities; *Exhibits; *Interpreters; *Multimedia Instruction; *Museums; Science Education; Science Teaching Centers
IDENTIFIERS- *Informal Education; *Visitor Behavior

Educators and museum evaluators are attempting to understand the influence science museums have upon science education and the kinds of learning experiences visitors have in the multisensory, informal learning environments of science museums. The problem investigated in this study involved the effectiveness of the exhibit interpreter. The study took place at two science museums. In each setting, visitors were observed in situations in which the interpreter was present and when the interpreter was absent once on a weekday and once on a weekend. Visitor behavior was filmed unobtrusively for analysis. It was found that interpreters significantly influenced the amount of time spent in an exhibit and the attending behaviors of those visitors on weekends and weekdays; age was not a consistent influence on the interaction between interpreter and visitors. (CW)

ED 319 617 SE 051 430

Workman, Mary Burke
The Effects of Grouping Patterns in a Cooperative Learning Environment on Student Academic Achievement.
PUB DATE- May 90
NOTE- 50p.; M.Sc. Thesis, Dominican College.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)

DESCRIPTORS- *Academic Achievement; Class Organization; *Cooperative Learning; *Educational Environment; *Geometry; Group Dynamics; *Grouping (Instructional Purposes); Group Instruction; High Schools; Mathematics Education; Qualitative Research; *Secondary School Mathematics; Small Group Instruction; Social Integration

This study investigated the effects of grouping patterns in a cooperative learning environment on the mathematics achievement of two high school geometry classes. Heterogeneous, homogenous, random, mixed gender and single gender grouping patterns were coordinated with six similar geometry topics and students were grouped accordingly for a period of 10 weeks. The t test was applied to pretests and posttests after each grouping pattern and only two grouping patterns showed significant results. However, the means, standard deviations, teacher observations, and student responses revealed other implications in relation to grouping and a favorable response to cooperative small group work. (Author)

ED 319 618 SE 051 431

Tuan, Hsiao-lin; LaRussa, Annette
The Influence of Preservice Secondary Science Teachers' Beliefs on Their Planning.
PUB DATE- 90
NOTE- 35p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (63rd, Atlanta, GA, April 8-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Structures; *College Science; Higher Education; *Planning; *Preservice Teacher Education; *Qualitative Research; Science Education; Secondary Education; *Teacher Attitudes; Teacher Behavior

Research in teacher education has shifted from an emphasis on teachers' behaviors to a focus on teachers' thinking. The purposes of this paper are to describe categories of beliefs held by preservice secondary science teachers, to describe how the preservice teachers planned lessons, and to discuss the influence of their beliefs on their planning. This paper draws on data from two studies of preservice teacher education. The informants for these studies were five preservice teachers enrolled in secondary science education. Data collection consisted of semi-structured, open-ended interviews, observations, and lesson plans written by the informants. The findings from both studies indicated that preservice teachers shared many common beliefs, possibly reflecting the influence of the education classes. Most teachers placed importance on science processes and valued understanding over memorization of facts. The findings support the contention that beliefs are a dominant factor in influencing teachers' planning and that teacher educators may influence previous teachers' developing beliefs, or reinforce existing beliefs. It was recommended that science educators promote self-reflection among preservice science teachers. (CW)

ED 319 619 SE 051 432

Natural Science Centers: Directory.

Natural Science for Youth Foundation, Roswell, GA.

PUB DATE- 90

NOTE- 429p.

AVAILABLE FROM- Natural Science for Youth Foundation, 130 Azalea Drive, Roswell, GA 30075 ($49.95 plus $3.50 shipping and handling).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Education Service Centers; *Environmental Education; *Museums; Natural Sciences; *Nature Centers; Resource Centers; Science Education; *Science Teaching Centers; *Zoos

A nature center is defined as an organized and permanent nonprofit institution which is essentially educational, scientific, and cultural in purpose with professional staff, and open to the public on some regular schedule. A nature center manages and interprets its lands, native plants and animals and facilities to promote an understanding of nature and natural processes. Listed in this directory are 1,261 nature centers in the United States and Canada including addresses, phone numbers, directors, operators, mission statements, site and facility descriptions, descriptions of services provided, and annual budgets. This directory includes zoos, centers, parks, and museums. Also included are overall statistics including management and ownership, budget, setting, size, staffing, annual usage, acreage, facilities, use of technology, and accreditation. Appendices include individual center profiles; curricula and program descriptions; and three "Blue Ribbon Reports" from the Natural Science for Youth Foundation: "The Status of Our Profession," "Nature Centers' Big Concerns," and "Environmental Education Leaders Predict Future Trends." (CW)

ED 319 620 SE 051 433

Wast Away--Information and Activities for Investigating Trash Problems and Solutions for Upper Elementary and Junior High School Students.

Vermont Inst. of Natural Science, Woodstock.

SPONS. AGENCY- Vermont State Dept. of Education, Montpelier.
REPORT NO.- ISBN-0-9617627-2-1
PUB DATE- Dec 89
NOTE- 133p.
AVAILABLE FROM- Waste Away Project, Vermont Institute of Natural Science, P.O. Box 86, Woodstock, VT 05091 ($18.95).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); Conservation Education; *Elementary School Science; Elementary Secondary Education; *Environmental Education; Instructional Materials; Intermediate Grades; Junior High Schools; Middle Schools; Pollution; *Recycling; *Science Activities; Science Education; Science Materials; *Secondary School Science; *Solid Wastes; Waste Disposal

The solid waste problem is so pervasive that it can no longer be ignored. The purpose of this set of materials is to encourage a lifestyle that includes the use of the three R's: Reduce, Reuse, Recycle. It was designed to educate upper elementary and junior high school students who may educate their classmates, families, and community about the solid waste issue, its causes and solutions. The curriculum may be adapted to a variety of school grade levels. This curriculum is divided into four main sessions. Session I defines the solid waste problem; session II provides an investigation of the underlying causes of the waste problem; session III examines waste in people's lives; and session IV encourages solutions. Background information is provided for each, followed by a detailed description of the activities used in the 2-hour classroom presentations. Interdisciplinary follow-up activities are suggested. Worksheets and hand-outs are found at the end of each chapter. Additional information, including a pre/post survey, the role of the teacher and volunteers, a booklet to send to families, a sample letter, and how to organize a school recycling program and a trash festival are found in the appendices.

(CW)

ED 319 621 SE 051 434

Preliminary Report--State Indicators of Science and Mathematics Education: Course Enrollments and Teachers.

Council of Chief State School Officers, Washington, DC. State Education Assessment Center.

SPONS. AGENCY- National Science Foundation, Washington, D.C. Directorate for Science and Engineering Education.
PUB DATE- Apr 90
NOTE- 76p.; Based on data collected by State Departments of Education on public schools in Fall 1988.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Educational Improvement; *Educational Policy; Educational Trends; *Enrollment; Enrollment Trends; Mathematics Curriculum; Mathematics Education; Mathematics Teachers; Science Curriculum; Science Education; Science Teachers; Secondary Education; *Secondary School Mathematics; *Secondary School Science; *Teacher Characteristics; *Teacher Supply and Demand

Many of the educational policy initiatives of state legislatures and state boards of education in the 1980s were aimed at improving the quality of elementary and secondary education through upgrading state standards. Researchers are analyzing the effects of reforms on education and many states have expanded their systems for assessing, monitoring, and reporting on schools, teachers, and equity. The Council of Chief State School Officers established the State Education Assessment Center in 1985 to coordinate the development, analysis, and use of state-level data and charged the Center with implementing an education indicators model for reporting state-by-state data. This report is a preliminary analysis of state-by-state data from 1988-89. Chapter 1 addresses the use of state course enrollment as an indicator of curriculum in science and mathematics. Chapter 2 addresses the use of state data on teacher characteristics to analyze issues of teacher supply and demand. Analyses are provided on mathematics and science enrollments; science and mathematics teachers' age, sex, and race/ethnicity; and teacher certification. (CW)

ED 319 622 SE 051 435

Frensch, Helen
Flight. Science Series Grades 4, 5, 6.
REPORT NO.- ISBN-0-88335-338-5
PUB DATE- 90
NOTE- 37p.; Contains reproducible pages plus teacher's guide. For another document in this series see SE 051 436.
AVAILABLE FROM- Millikin Publishing Co., 1100 Research Blvd., St. Louis, MO 63132 (MP3150, $4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aerospace Education; *Aviation Technology; Elementary Education; *Elementary School Science; Instructional Materials; Intermediate Grades; Physics; Science Education; *Science Materials; Space Sciences; Teaching Guides; Workbooks

The activities in this book are designed to reinforce the elementary concepts of flight. General background information, suggested activities, questions for discussion, and answers are provided. Twenty-eight reproducible worksheets are contained in this guide. Topics include: hot air balloons, the physics of flight, air resistance, airplane movements and control, thrust, gliders, helicopters, the history of flight, kites, boomerangs, rockets, space flight, and space exploration. A crossword puzzle on space flight is included. (CW)

ED 319 623 SE 051 436

Giessow, Jean; Giessow, Fred
Exploring the Universe. Science Series Grades 4, 5, 6.
REPORT NO.- ISBN-0-88335-336-9
PUB DATE- 90
NOTE- 38p.; Contains reproducible pages plus teacher's guide. For another document in this series see SE 051 435.
AVAILABLE FROM- Milliken Publishing Co., 1100 Research Blvd., St. Louis, MO 63132 (MP3148, $4.95).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aerospace Education; Aerospace Technology; *Astronomy; Elementary Education; *Elementary School Science; Instructional Materials; Intermediate Grades; Physics; Science Education; *Science Materials; *Space Sciences; Teaching Guides; Workbooks

The activities in this book are designed to reinforce elementary concepts in the study of the universe. General background information, suggested activities, questions for discussion, and answers are provided. Twenty-eight reproducible worksheets are contained in this guide. Topics include: the solar system, orbits, planets, the sun, forces in space, stars, comets, the history of astronomy, electromagnetic radiation, telescopes, spectroscopes, satellites and probes, Voyagers I and II, and the space shuttle. A crossword puzzle on astronomy is included. (CW)

DOCUMENT RESUME

ED 319 624 SE 051 437

Ortleb, Edward P.; And Others
Air Quality and Pollution. Environmental Studies. 4 Color Transparencies, Reproducibles & Teaching Guide. Grade 3, 4, 5.
REPORT NO.- ISBN-0-88335-306-7
PUB DATE- 90
NOTE- 29p.; For other documents in this series, see SE 051 438-440.
AVAILABLE FROM- Milliken Publishing Co., 1100 Research Blvd., St. Louis, MO 63132 (MP4701, $7.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acid Rain; *Air Pollution; Climate; Elementary Education; Elementary School Science; *Environmental Education; *Environmental Influences; Environmental Standards; Instructional Materials; Intermediate Grades; Science Education; *Science Materials; *Teaching Guides; Transparencies; Workbooks
IDENTIFIERS- *Global Warming

The world is faced with a variety of environmental problems. No country has escaped pollution and resource depletion. Basic ecological principles are often ignored and sometimes this contributes to ecological disasters. This volume is designed to provide basic information about the quality of the earth's atmosphere. The visual aids, worksheets, and activity pages are designed to promote investigative and inquiry experiences, and to foster the use of critical thinking skills through the analysis of environmental problems and solutions. An additional feature is the inclusion of a take-home activity. The activity may be done with simple materials or by conducting a survey. The teaching guide provides suggestions for discussion questions to initiate class participation. Extension activities are also suggested. A research activity that can be used to challenge students and an interdisciplinary activity are also provided. This guide contains 12 reproducible hand-outs, a teaching guide, and four overhead transparencies. Topics include the composition of air, the oxygen/carbon dioxide cycle, acid rain, the greenhouse effect, health issues, the ozone hole, efforts needed to improve air quality, pollution detection, and smog. An air pollution quiz is

also included. (CW)

ED 319 625 SE 051 438

Ortleb, Edward P.; And Others
Water Quality and Pollution. Environmental Studies. 4 Color Transparencies, Reproducibles & Teaching Guide. Grade 3, 4, 5.

REPORT NO.- ISBN-0-88335-307-5
PUB DATE- 90
NOTE- 29p.; For other documents in this series, see SE 051 437-440.
AVAILABLE FROM- Millikin Publishing Co., 1100 Research Blvd., St. Louis, MO 63132 (MP4702, $7.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acid Rain; Conservation (Environment); Drinking Water; Elementary Education; *Elementary School Science; *Environmental Education; *Environmental Influences; Environmental Standards; Groundwater; Instructional Materials; Intermediate Grades; Natural Resources; Science Education; *Science Materials; Teaching Guides; Transparencies; Waste Water; *Water Pollution; *Water Quality; Water Treatment

The world is faced with a variety of environmental problems. No country has escaped pollution and resource depletion. Basic ecological principles are often ignored and sometimes this contributes to ecological disasters. This volume is designed to provide basic information about the quality of the earth's water resources. The visual aids, worksheets, and activity pages are designed to promote investigative and inquiry experiences, and to foster the use of critical thinking skills through the analysis of environmental problems and solutions. An additional feature is the inclusion of a take-home activity. The activity may be done with simple materials or by conducting a survey. The teaching guide provides suggestions for discussion questions to initiate class participation. Extension activities are also suggested. A research activity that can be used to challenge students and an interdisciplinary activity are also provided. This guide contains 12 reproducible hand-outs, a teaching guide, and four overhead transparencies. Topics include the water on Earth, groundwater, acid rain, oil spills, ocean and coastal pollution, drinking water, health issues, keeping water clean, the water cycle, water treatment, and waste water. A review quiz is also included. (CW)

Ortleb, Edward P.; And Others
Land Resources and Pollution. Environmental Studies. 4 Color Transparencies, Reproducibles & Teaching Guide. Grade 3, 4, 5.
REPORT NO.- ISBN-0-88335-308-3
PUB DATE- 90
NOTE- 30p.; For other documents in this series, see SE 051 437-440.
AVAILABLE FROM- Millikin Publishing Co., 1100 Research Blvd., St. Louis, MO 63132 (MP4703, $7.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acid Rain; Conservation (Environment); Depleted Resources; Drinking Water; Ecology; Elementary Education; *Elementary School Science; *Environmental Education; *Environmental Influences; Environmental Standards; Groundwater; Instructional Materials; Intermediate Grades; Natural Resources; Science Education; *Science Materials; *Soil Conservation; Soil Science; *Teaching Guides; Transparencies; Waste Water; Wildlife

The world is faced with a variety of environmental problems. No country has escaped pollution and resource depletion. Basic ecological principles are often ignored and sometimes this contributes to ecological disasters. This volume is designed to provide basic information about the quality of the earth's land resources. The visual aids, worksheets, and activity pages are designed to promote investigative and inquiry experiences, and to foster the use of critical thinking skills through the analysis of environmental problems and solutions. An additional feature is the inclusion of a take-home activity. The activity may be done with simple materials or by conducting a survey. The teaching guide provides suggestions for discussion questions to initiate class participation. Extension activities are also suggested. A research activity that can be used to challenge students and an interdisciplinary activity are provided. This guide contains 12 reproducible hand-outs, a teaching guide, and four overhead transparencies. Topics include the use and types of soil, erosion, rock and mineral resources, fossil fuels, forests, renewability of resources, food production, landfills, public lands, roots, weathering, and soil pollution. A review quiz is also included. (CW)

ED 319 627 SE 051 440

Ortleb, Edward P.; And Others
Energy and the Environment. Environmental Studies. 4 Color Transparencies, Reproducibles & Teaching Guide. Grade 3, 4, 5.
REPORT NO.- ISBN-0-88335-309-1
PUB DATE- 90
NOTE- 31p.; For other documents in this series, see SE 051 437-439.
AVAILABLE FROM- Millikin Publishing Co., 1100 Research Blvd., St. Louis, MO 63132 (MP4704, $7.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alternative Energy Sources; Conservation (Environment); Electricity; Elementary Education; *Elementary School Science; Energy Conservation; *Energy Education; *Environmental Education; *Environmental Influences; Fuels; Geothermal Energy; Heat; Instructional Materials; Intermediate Grades; Natural Resources; Nuclear Power Plants; Radiation; Science Education; *Science Materials; Solar Energy; *Teaching Guides; Transparencies; Wind Energy
IDENTIFIERS- *Global Warming

The world is faced with a variety of environmental problems. No country has escaped pollution and resource depletion. Basic ecological principles are often ignored and sometimes this contributes to ecological disasters. This volume is designed to provide basic information about the quality of the earth's energy resources. The visual aids, worksheets, and activity pages are designed to promote investigative and inquiry experiences, and to foster the use of critical thinking skills through the analysis of environmental problems and solutions. An additional feature is the inclusion of a take-home activity. The activity may be done with simple materials or by conducting a survey. The teaching guide provides suggestions for discussion questions to initiate class participation. Extension activities are also suggested. A research activity that can be used to challenge students and an interdisciplinary activity are also provided. This guide contains 12 reproducible hand-outs, a teaching guide, and four overhead transparencies. Topics include solar energy, wind energy, geothermal energy, hydroelectric power, fossil fuels, energy from plants, nuclear energy, environmental problems, and home energy conservation. A review quiz is also included. (CW)

ED 319 628 SE 051 444

Howe, Robert W.; Warren, Charles R.
Accountability in Mathematics Education. ERIC/SMEAC Mathematics Digest No. 3, 1988.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SE-88-7
PUB DATE- 88
NOTE- 4p.
CONTRACT- RI88062006
AVAILABLE FROM- ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in sets by year and area $3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Accountability; *Elementary School Mathematics; Elementary Secondary Education; Evaluation Criteria; Mathematics Achievement; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Outcomes of Education; Performance; *Program Effectiveness; School Effectiveness; *Secondary School Mathematics

This digest provides information on determining the effectiveness of school mathematics programs. The purposes for developing accountability programs and characteristics of good mathematics programs are listed. State goals and objectives and standards developed by the National Council of Teachers of Mathematics have furthered the production of materials useful in the development of school goals and objectives. Data on several variables should be collected, including curriculum, instruction, and student learning, to determine the effectiveness of the program. Processes for using collected data are considered. Thirteen references are listed. (YP)

ED 319 629 SE 051 447

Disinger, John F.; And Others
Recent Developments in College Level Environmental Studies Courses and Programs. ERIC/SMEAC Environmental Education Digest No. 2, 1988.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SE-88-10
PUB DATE- 88
NOTE- 4p.
CONTRACT- RI88062006
AVAILABLE FROM- ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in sets by year and area $3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College Programs; College Science; Curriculum; *Educational Trends; *Environmental Education; *Higher Education; *Program Improvement; *Science and Society

This digest identifies characteristics of successful higher education programs in environmental studies and trends in environmental studies programs and courses. Characteristics of programs that have continued for the past two decades are listed. Some of the variables associated with programs that have not continued are identified. Recent trends related to the programs in environmental studies include: (1) an increase in the number of courses including environmental concerns; (2) a small increase in the number of general education courses with emphasis on environment; (3) an increase of internships and research experiences; (4) an increase in the number of technically-oriented programs; (5) an increase in course offerings for adult education and post-degree training; and (6) development of courses related to science/technology/society. Seven references are listed. (YP)

ED 319 630 SE 051 465

Suydam, Marilyn N.
Curriculum and Evaluation Standards for Mathematics Education. ERIC/SMEAC Mathematics Education Digest No. 1, 1990.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SE-90-28
PUB DATE- 90
NOTE- 4p.
CONTRACT- RI88062006
AVAILABLE FROM- ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in sets by year and area $3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Curriculum Guides; *Elementary School Mathematics; Elementary Secondary Education; *Evaluation Criteria; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Mathematics Tests; *Secondary School Mathematics
IDENTIFIERS- *National Council of Teachers of Mathematics

This digest reviews the National Council of Teachers of Mathematics' "Curriculum and Evaluation Standards for School Mathematics." Topics summarized are: (1) rationale; (2) underlying assumptions; (3) five goals for students; (4) framework for curriculum; (5) standards for each grade cluster; (6) standards for general assessment, student assessment, and program evaluation; (7) suggested change in mathematics instruction; and (8) steps for implementation. Ten references are listed. (YP)

ED 319 631 SE 051 472

Crawley, Frank E.; Black, Carolyn B.

Attitude and Secondary School Science Students' Intention To Enroll in Physics: An Application of the Theory of Planned Behavior.

PUB DATE- 90
NOTE- 32p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (63rd, Atlanta, GA, April 8-11, 1990).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Selection (Students); Enrollment Influences; Path Analysis; *Physics; Secondary Education; *Secondary School Science; *Student Attitudes; *Student Interests

This study explores the utility of the theory of planned behavior for understanding and predicting the behavioral intentions of secondary science students. Data were collected from secondary science students enrolling in earth science (8th grade), biology (9th grade), physical science (10th grade), or chemistry (11th grade). Cause-effect relations were analyzed using the method of path analysis to test the direct effects of model variables specified in the theory of planned behavior. Results indicated that students' intention to enroll in a high school physics course was determined by their attitude toward enrollment and their degree of perceived behavioral control. Attitude, subjective norm, and perceived behavioral control were formed as a result of specific beliefs students held about enrolling in physics. Grade level and career goals were found to be instrumental in shaping student attitudes. Immediate family members were identified as major referents in the social support system for enrolling in physics. Course and extra-curricular conflicts and the fear of failure were shown to be the primary beliefs obstructing students' perception of control over physics enrollment. (Author/YP)

ED 319 632 SE 051 473

Warren, Charles R.
An Exploration of Factors Influencing the Career Preferences of Junior High Students.

PUB DATE- 90
NOTE- 33p.; Paper presented at the Annual Meeting of the National Science Teachers Association (Atlanta, GA, April 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Education; *Females; Intermediate Grades; Junior High Schools; *Junior High School Students; Middle Schools; Q Methodology; Science Education; Secondary Education; *Secondary School Science; Sex Bias; *Sex Differences; *Student Attitudes;

Textbooks

In the United States, women accounted for 44 percent of the workforce but only 15 percent of the science and engineering jobs during the 1980s. Traditional socialization from a number of different sources educates girls and women to believe that these non-traditional careers are not available to them. Several previous researchers have shown that one socializing force in schools is the image of scientists in science textbooks. The purpose of this study was to investigate the relationship between images of science careers and junior high school students' attitudes toward science occupations. Eight classes of students in grades 6 to 8 (n=211) were shown sex-biased collages of images. Four classes were shown pictures with a male bias, and the other four the opposite condition over 4 weeks in their science classes. Following treatment, students completed a questionnaire, a Draw-A-Scientist test, and a Q-sort of science occupations. It was shown that: (1) student background characteristics were significant predictors of Q-sort scores; (2) there were significant differences between the treatment groups; and (3) the treatment was more effective for the girls in the sample than for the boys. A questionnaire, a sample collage, and protocols for the Draw-A-Scientist Test and the Q-sort are included. (CW)

ED 319 633 SE 051 475

Garb, Yaakov Jerome

Responding to the Environmental Crisis: the Pedagogic Challenge.

PUB DATE- 90
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Science; *Conflict Resolution; *Controversial Issues (Course Content); *Course Descriptions; Educational Philosophy; Environmental Education; Global Approach; Higher Education; *Interdisciplinary Approach; Natural Resources; *Teaching Methods

In this speech, the author describes what has been learned through years of experience teaching an introductory course in environmental issues at the University of California at Berkeley. The course is described as a broad interdisciplinary survey of the various environmental problems facing the earth; it is an examination of local and global issues. The challenge then is threefold: to give students knowledge and understanding of the technical facts; to enable students to assimilate and integrate the information into their understanding of the world; and to enable them to generate solutions for the various issues. Teaching methods used in the course are discussed as well as several philosophical issues including idealism, individualism, and splitting and romanticism. A list of 36 references is included. (CW)

ED 319 634 SE 051 479

Robertson, William C.
Transfer Problems, Lost Keys, and Lampposts: A Historical Perspective as a Guide for Future Research.
PUB DATE- 89
NOTE- 14p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March, 1989). Figures have light type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Science; Critical Thinking; Elementary Secondary Education; *Historiography; Literature Reviews; *Problem Solving; Science Education; *Secondary School Science; *Transfer of Training

Researchers of problem solving in science often find themselves in the situation of studying complex problems within a scientific discipline while constrained by the necessity of studying simple, well-defined problems. They then often generalize the results to the more complex problem. In this paper, this process is explored as it applies to the study of how knowledge and skills transfer to novel problem-solving tasks. Illustrated in this paper is the point that the changing views toward transfer have been strongly influenced by the process of studying well-defined problems and the use of tested methodologies; this is accomplished by providing a selective review of the literature during the last century. The traditional problem-solving process is then evaluated in this historical perspective. Two areas of future research which may help to delineate a clearer understanding of transfer are described: transfer within domains and transfer across domains. A list of 19 references is included. (CW)

ED 319 635 SE 051 481

Amir, Ruth; Tamir, Pinchas

Detailed Analysis of Misconceptions as a Basis for Developing Remedial Instruction: The Case of Photosynthesis.

PUB DATE- Apr 90
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biochemistry; *Biology; *Cognitive Development; Cognitive Structures; Grade 11; Grade 12; *Misconceptions; *Photosynthesis; Process Education; *Remedial Instruction; Science Education; Scientific Concepts; Secondary Education; *Secondary School Science

A great number of misconceptions in diverse subject areas as well as across age levels have been documented and described. Photosynthesis is one of the more intensively studied areas in biology. The purpose of this research was to carefully select and define misconceptions about photosynthesis needing remedial efforts. To achieve this, a specially designed paper-and-pencil test was administered to 285 students in grades 11 and 12 who had previously completed a study of photosynthesis just prior to the test. Analyzed in this paper were the results of the limiting factor activities, and items which tested the concept of the relationship between photosynthesis and respiration. It was found that even though these students were familiar with the concept of limiting factors, they had trouble applying it in everyday life; the students' understanding of the latter concept was as a gas exchange rather than as a biochemical process. Recommendations for the production of remedial materials are provided. A list of 21 references is included. (CW)

ED 319 636 SE 051 482

Rowland, Paul
Elementary Teacher Needs Assessment Using Transactional Evaluation.
PUB DATE- 7 Apr 90
NOTE- 13p.; Paper presented at the Annual Meeting of the National Science Teachers Association (Atlanta, GA, April, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Assessment; Elementary Education; *Elementary School Science; *Faculty Development; *Inservice Teacher Education; *Master Teachers; *Peer Teaching; Professional Training; Science Education; Teacher Improvement

Inservice education in many schools has shifted from the use of outside experts to the education of master teachers who serve as inside educators. The effectiveness of the use of master teachers has been demonstrated. To make this process more effective, there is a need to understand the dynamics that the master teachers confront when they take their university-based education and implement it with their peer teachers. Part of these dynamics are based on a perceived need for change in the existing program. This raises the question of whether the perceptions of need for change of master teachers and peer teachers match. This study used the Transactional Evaluation Technique to evaluate this match in one situation. Findings indicated that two areas need to be addressed: (1) lead teachers need to recognize that their peers are not as critical of their program as they are themselves and therefore peer teachers may be more satisfied with the status quo; and (2) lead teachers must recognize that the other teachers are more apt to request easily used materials, e.g., audiovisuals, such as videotape. The latter point may be seen as an opportunity to encourage more creative approaches that use audiovisuals as springboards for further activity. A copy of the survey instrument is included. (CW)

SO

ED 319 637 SO 019 953

Hill, David A., Ed.
Placing Geography in the Curriculum: Ideas from the Western PLACE Conference (Boulder, Colorado, August 9-11, 1987).
Colorado Geographic Alliance, Boulder.; Colorado Univ., Boulder. Center for Geographic Education.
SPONS. AGENCY- National Geographic Society, Washington, DC. Education Foundation.
PUB DATE- 88
NOTE- 256p.
AVAILABLE FROM- Center for Geographic Education, Dept. of Geography, Box 260, University of Colorado, Boulder, CO 80309-0260 ($14.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Air Pollution; Courseware; Elementary Secondary Education; *Environmental Education; Field Trips; Geographic Concepts; *Geography Instruction; *Human Geography; Land Use; *Map Skills; *Physical Geography; Water Pollution; World Geography

Primarily a collection of lesson plans covering various topics in geography, this document is divided into seven sections. The first section includes three short papers on geography and its place in the curriculum. The second section deals with teaching map skills, evaluating computer software to be used in teaching geography, and ideas for field trips. Section three contains descriptions of a mountain geography field trip, an urban geography field trip, and a field trip to an agricultural community on the edge of a metropolis. The fourth section contains seven lesson plans for use in elementary grades, most of which focus on map skills. Section five includes 13 lesson plans for junior high school students. The concepts covered include quality of life, air pollution, map skills, water quality problems, and land use. Eleven lesson plans for the high school level are included in the sixth section. Some of the concepts covered are water use and availability, nuclear waste, cultural convergence, environmental problems, and migration. Section seven contains two short articles and a panel discussion on geography and its place in the curriculum. Many of the lesson plans include maps, charts, and graphs. (JB)

DOCUMENT RESUME

ED 319 638 SO 020 392

Sherman, George
The Canada Connection in American History: A Guide for Teachers.
State Univ. of New York, Plattsburgh. Coll. at Plattsburgh. Center for the Study of Canada.
PUB DATE- 88
NOTE- 244p.
AVAILABLE FROM- Center for the Study of Canada, 133 Court St., SUNY Plattsburg,
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Class Activities; *Cultural Interrelationships; Curriculum Enrichment; Foreign Countries; Grade 7; Grade 8; *International Relations; International Studies; Junior High Schools; *North American History; Resource Materials; *Social History; United States History
IDENTIFIERS- *Canada; *Canadian Studies; New York

New York State is placing a new emphasis on Canada as part of their new social studies program. This reflects the increased importance attached to a global approach to education and also a recognition of Canada's importance to the United States. This guide is designed to help teachers make sense of, and to teach, understandings found in the grade 7-8 New York State American History syllabus that refer to Canada. Although divided into its own nine major topics, the guide's chronological scheme follows the New York syllabus. The topics are: (1) North America before European colonization; (2) the colonial experience in North America; (3) the struggle for a continent; (4) revolution and readjustment; (5) the War of 1812; (6) Canada, slavery, and the American Civil War; (7) Confederation: Canada becomes another democracy in North America; (8) western expansion and immigration; and (9) twentieth century cooperation and interdependence. At each reference to Canada in the syllabus, teachers may consult the appropriate topic in the guide and find (1) content background explaining the Canada connection, (2) a number of teaching strategies for the classroom, (3) student materials such as maps, readings, and cartoons to reproduce, and (4) a mixed media bibliography of additional materials. The sample strategies are designed not to be used by themselves as classroom lesson plans, but rather as idea springboards for teachers planning their own U.S. history units that will include a Canada connection. A listing of Canadian studies support services concludes the document. (JB)

ED 319 639 SO 020 721

House, Ernest R.; And Others
Cultural Literacy and Testing. Content Assessment Project. Final Deliverable.
Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 89
NOTE- 88p.
GRANT- OERI-G-86-0003
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Tests; *Cultural Education; Cultural Enrichment; Culture; *Educational Testing; *Elementary School Curriculum; Elementary Secondary Education; Humanities; Secondary School Curriculum
IDENTIFIERS- *Cultural Literacy

A formidable national educational reform movement has developed, aimed at improving the cultural literacy of U.S. students. Ideas about the illiteracy of American students and the urgency of restoring the nation's cultural knowledge, if carried forward, have strong implications for the school curriculum at both the elementary and secondary levels and for the content of standardized achievement tests at all levels. This paper explores the core idea of cultural literacy as expounded by major proponents of the movement. Some of the conclusions reached are: (1) Teaching more cultural content in the schools is an attractive idea. (2) Cultural literacy is not an intellectual ability akin to reading literacy. (3) Formal education, culture, and literacy do play critical roles in modern industrial society but perhaps not in the way formulated by E. D. Hirsch, Jr., in his best selling book, "Cultural Literacy: What Every American Needs to Know" (1987). (4) In spite of his protestations otherwise, Hirsch's position is politically conservative in several different ways. (5) The list of what every U.S. citizen must know (for example, Hirsch's list) is politically conservative in what it includes and excludes. (6) The view of culture presented is one in which an individual passively receives culture rather than actively creates it. (7) The view of what is wrong with the poor and powerless of society is that they are culturally deficient, according to Hirsch. (8) More culture content should be taught in the schools and it should be taught to all students. (9) Multiple choice, factual recall tests are not the best way to assess humanities content. (10) Even though cultural literacy cannot possibly accomplish all the things claimed for it, the U.S. should continue to strive for more cultural literacy in the curriculum. The document includes an 80-item bibliography. (JB)

ED 319 640 SO 020 738

Agresto, John
Teaching "Federalist #10": A Lesson Plan for High School Teachers.
Boston Univ., MA. National Center for America's Founding Documents.
PUB DATE- 89
NOTE- 18p.
AVAILABLE FROM- National Center for America's Founding Documents, School of Education, Boston University, 605 Commonwealth Avenue, Boston, MA ($1.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship Education; *Computer Assisted Instruction; *Inservice Teacher Education; Instructional Materials; *Pilot Projects; Secondary Education; Social Studies; *Telecommunications; *United States History
IDENTIFIERS- *Federalist Papers

This national pilot project was designed to determine if telecommunications is an effective tool for teacher training and mentoring. The project envisions telecommunications as a means for teachers to have an ongoing dialogue with colleagues and experts worldwide, using a computer network. Teachers access documents and materials, take part in on-line forums, and contribute materials. Seven schools representing six states participated in the first phase of the project with 14 teachers, superintendents, principals, social studies supervisors, and computer coordinators. The evaluation showed respondents felt the project was helpful to them in terms of teacher to teacher mentoring and that computer networking can play an important role in education. The School of Education computer network at Boston University, SCHOLE, which can be accessed with any personal computer equipped with a modem, was used in the project. The five page lesson plan on teaching Federalist #10 that was used in the project is included, along with a description of SCHOLE. (NL)

ED 319 641 SO 020 748

Hardesty, Carolyn, Ed.
The Iowa Family Farm.
Iowa State Historical Society, Iowa City.
PUB DATE- Feb 90
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Historical Materials (060) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Change; Elementary Education; Family (Sociological Unit); *Farmers; Personal Narratives; Rural Farm Residents; *Social History; Social Studies; *State History
IDENTIFIERS- *Farms; *Iowa; Tools

This issue of the "Goldfinch" focuses on the family farm of the past. All aspects of farm life are covered: what was grown on farms, how the chores were done and who was responsible for them, what the houses were like, and what tools and equipment were used. Comparisons are made between modern farms and farms of 50 or 150 years ago, and the changes are discussed. The living history farms near Des Moines are described, and excerpts from letters, diaries, and magazine articles that describe Iowa farm life are included. The issue also includes activities for readers such as a board game called "Do Your Chores," and a guessing game in which the reader tries to guess which farm implement came first when presented with two photographs of implements being used for the same process. Numerous black and white photographs illustrate the issue. (JB)

ED 319 642 SO 020 760

McGowan, Marcia P.
The Importance of Women's Studies in Today's Curriculum.
PUB DATE- 89
NOTE- 31p.; Paper presented to the Women's Studies Committee at Connecticut College (New London, CT, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change; College Curriculum; *Curriculum Development; Curriculum Problems; Females; Feminism; Higher Education; *Integrated Curriculum; Womens Education; *Womens Studies

Information is presented on issues being debated by women's studies scholars such as the possibility and advisability of curriculum integration as regards women's studies. Some believe that the focus on integration is premature, that women's studies scholars are trying to do too much too soon. Others are pursuing curriculum integration vigorously and with some success. The current directions of women's studies within academia are also discussed, and various strategies for change are suggested. These strategies include core curriculum revision, hiring feminist faculty and administrators committed to the ideal of gender balancing the curriculum, and faculty development efforts. Various models for change developed by individual schools and institutions also are discussed. (JB)

ED 319 643 SO 020 765

Prolman, Fran

Celebrating Diversity: An Investigation of the Teacher Training Program of the Centre for Cultural Resources and Training.

SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 15p.
AVAILABLE FROM- Fran Prolman, Fairfax County Public Schools, Office of Professional and Organizational Development, 7423 Camp Alger Avenue, Falls Church, VA 22042.
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Activities; Art Education; *Cultural Centers; *Cultural Education; Cultural Enrichment; *Curriculum Development; Foreign Countries; Higher Education; *Inservice Teacher Education; *Teacher Education Programs
IDENTIFIERS- *Centre for Cultural Resources (India); India (New Delhi)

The Centre for Cultural Resources, founded in 1979 by the Indian government, offers a broad array of training strategies and programs for inservice teacher training. The 5- to 6-week orientation training program is designed to expand the use of practical art activities as teaching vehicles linking education to culture and promoting unification through the understanding of diversity. Following the initial program, selected teachers participate in an in-depth course based on the work they have done in their individual schools. In addition, workshops are offered for elementary and secondary teachers that cover themes in music, drama, mime, and puppetry. The program encourages using arts and crafts as teaching media to raise the level of awareness about India's cultural heritage. The Centre has developed resources on tribal, rural, and classical forms of Indian art and published a series of eight books on the arts of India. It also has compiled resource documents and directories on the arts, and has created a network of artists, teachers, and scholars. In addition, the Centre designs and disseminates cultural kits of recordings and, slides on the plastic and performing arts that are accompanied by a script with an audio tape/record explanation. (NL)

ED 319 644   SO 020 769

Gerber, Rod, Ed.; Lidstone, John, Ed.
Developing Skills in Geographical Education.
International Geographical Union.
REPORT NO.- ISBN-0-7016-2530-9
PUB DATE- 88
NOTE- 361p.; Illustrative figures present various legibility problems.
AVAILABLE FROM- International Geographical Union, Commission on Geographical Education, Social Studies Department, Kelvin Grove Campus, Brisbane College of Advanced Education, Queensland 4059 Australia.
LANGUAGE- English

EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Continuing Education; *Curriculum Development; Elementary Secondary Education; Foreign Countries; *Geography; *Geography Instruction; *Research; Skills; Students; *Teaching Styles

At one level, the title of this book implies a concern for the skills of those whose profession is to teach geography to the young people of the world. These skills include understanding students, the subject matter of geography, the strategies that may be adopted in the classroom, and ultimately, the ways in which these are combined to create effective geography criteria. At another level, skills in geographical education may be taken to refer to those skills that students may be expected to develop as a result of their experiences in their geography classrooms. The book consists of six sections, each of which addresses a major issue: (1) teaching styles; (2) learners' skills and abilities; (3) skills for living; (4) curriculum development; (5) continuing education; and (6) research in geographical education. Each section begins with an overview followed by 6 to 10 articles by international geography educators addressing the issues of developing skills in various contexts. The articles are illustrated with numerous charts, graphs, and figures, and most include a bibliography. (JB)

ED 319 645 SO 020 776

Blevins, Kim, Ed; Durksen, Virginia, Ed.
Social Studies 20 and Social Studies 23. Interim Teacher Resource Manual.
Alberta Dept. of Education, Edmonton. Curriculum Support Branch.
PUB DATE- 89
NOTE- 215p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Content; Course Objectives; Course Organization; Environmental Education; Foreign Countries; *Global Approach; High Schools; Instructional Development; *Learning Activities; Resource Materials; Secondary Education; Secondary School Curriculum;

*Social Studies; Student Evaluation; Teaching Guides
IDENTIFIERS- *Alberta

This teacher resource manual is a support document developed to assist teachers responsible for implementing the new (1989) Social Studies 20 and Social Studies 23 courses in Alberta, Canada. Following a brief introduction, the first section of the manual contains information on teaching social studies, discussing goals and objectives, teaching strategies, meeting student needs, and using technology in the classroom. Planning for instruction is the topic of the second section, which contains information on evaluation strategies, criteria, and instruments and techniques, and provides guidelines for planning the course on three levels: daily lesson plans, unit plans, and long-range course plans. The third section makes up the bulk of the document and contains eight organizational models plus numerous exercises and activities. These eight models deal with four topics: (1) "Development and Interaction of Nations: Nineteenth-Century Europe"; (2) "Interdependence in the Global Environment"; (3) "The Growth of the Global Perspective"; and (4) "Challenges in the Global Environment." Appendices provide social studies skill development charts that might be useful to teachers using this manual, as well as a goals statement for Alberta Education, a scope and sequence outline for all grades, and a governmental statement on developing desirable personal characteristics. (JB)

ED 319 646 SO 020 777

McCardle, Elizabeth, Ed.
Integrated Occupational Program, Grades 8 and 9 Social Studies: Teacher Resource Manual. Interim.
Alberta Dept. of Education, Edmonton. Curriculum Branch.
REPORT NO.- ISBN-0-7732-0096-7
PUB DATE- 89
NOTE- 235p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication (Thought Transfer); Course Content; Foreign Countries; Grade 8; Grade 9; Learning Activities; Participation; Process Education; Secondary Education; Secondary School Curriculum; Skills; *Social Studies; Student Evaluation; *Teaching Methods

IDENTIFIERS- *Alberta

This manual was developed to assist classroom teachers responsible for implementing the grades 8 and 9 integrated occupational social studies program in Alberta, Canada. It contains: (1) information about the goals and objectives of the curriculum; (2) thematic contexts for the delivery of prescribed knowledge, skills, and attitudes; (3) suggestions for planning and implementing the program, including instructional strategies, sequenced activities, correlations of learning resources with activities, and additional resource suggestions; (4) generic strategies designed to develop further facility in process, inquiry, communication, and participation skills; (5) suggestions for integrating social studies instruction with essential life skills and other subject areas; and (6) suggestions for using community resources in delivery of the social studies program. The themes covered in the grade 8 program are: (1) "You and Your Physical/Cultural Community," (2) "Comparative Study: Canada and Brazil," (3) "Canada: Colonization to Confederation," and (4) "Careerwatch 8." Those covered in grade 9 are: (1) "You and Your Social/Economic Community," (2) "Comparative Study: Canada, USA, and USSR," (3) "Citizenship in Canada," and (4) "Careerwatch 9." (JB)

ED 319 647   SO 020 779

Durksen, Virginia, Ed.; McCord, Barb, Ed.
Junior High Social Studies: Teacher Resource Manual.
Alberta Dept. of Education, Edmonton. Curriculum Support Branch.
REPORT NO.- ISBN-0-7732-0264-1
PUB DATE- 89
NOTE- 217p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Cultural Awareness; Economics; Foreign Countries; Geography; Grade 7; Grade 8; Grade 9; History; *Junior High Schools; *Learning Activities; *Learning Strategies; Resource Materials; *Social Studies; Teaching Guides; Teaching Methods
IDENTIFIERS- *Alberta

Responsible citizenship is the ultimate goal of social studies. Basic to this goal is the development of critical thinking. Social studies content is organized around knowledge, skill, and attitude objectives that should be pursued simultaneously. The objectives are discussed, a program rationale is presented, and the program content is summarized in the first section of this teacher's guide. Ideas for planning instruction and for evaluation are offered with models for illustration. The bulk of the document presents specific strategies and activities for teaching social studies in grades seven, eight, and nine. The broad topic for grade seven is people and their culture; for grade eight, it is history and geography in the Western hemisphere; and for grade nine, it is differing perspectives of economic growth. All of these strategies utilize the concepts, goals, and objectives discussed in the preliminary section. A list of learning resources approved by the Alberta (Canada) Department of Education, which might be used to facilitate teaching and learning of these subjects, is also included. (JB)

ED 319 648 SO 020 808

Dyck, Isabel
The Daily Lives of Women with Young Children: Redefining a "Woman's Place"?
PUB DATE- 88
NOTE- 20p.; Published under a different title in: E. L. Jackson, Ed., Current Research by Western Canadian Geographers: The Simon Fraser University Papers, 1987. Vancouver, British Columbia, Tantalus Research, 1988.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Child Rearing; Day Care; *Employed Parents; Foreign Countries; Mother Attitudes; *Mothers; *Parent Role; Physical Environment; *Social Science Research
IDENTIFIERS- Canada

The investigation of women's concerns and their position in society has attracted considerable attention throughout the social sciences since the mid-1970s. Particular interest has been shown in the social consequences of a wage labor force that has an increasing proportion of women workers. As women have entered the labor force in increasing numbers, changes have also occurred in household organization and family form. Research has begun to document women's changing activities, but there is little research on the spatial dimensions of women's lives as they experience this social change. This paper is based on research about the experiences of everyday life of women with young children who live in a rapidly growing suburban area of Greater Vancouver, British Columbia. The research investigates how the everyday routines of women are structured by notions of family life and motherhood which, in turn, are embedded in the localized effects of social, economic, and political relations that extend over time and space. It poses the question: in what way is space implicated in the ways in which women interpret and cope with the demands of their mothering role in this particular locality? One of the resources important to women in meeting these demands is "safe space" for childrearing. The paper presents preliminary findings of the study, which indicate the processes involved in the definition, creation, and use of such space, and its significance in the social and spatial structuring of the women's lives. (Author/JB)

ED 319 649 SO 020 812

Carr, Candace Taff
The Pigeon Roost Massacre: Its Cause and Impact and Pigeon Roost Massacre Lesson Plans.
PUB DATE- 89
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Historical Materials (060)
DESCRIPTORS- *American Indian History; *Curriculum Enrichment; Elementary Secondary Education; History Instruction; Social Studies; *State History
IDENTIFIERS- *Indiana; Native Americans; *War of 1812
On the afternoon of September 3, 1812, 24 pioneers living in a settlement on the southern Indiana Territory frontier were murdered and mutilated by Indians. A tragic but familiar scene in the history of the westward expansion, the Pigeon Roost Massacre can be an effective teaching tool in Indiana studies. The massacre deals with the issues and emotions of both the settler and the Native American; therefore, it must be studied in context so that the student is not prejudiced by one side of the conflict. A history of events leading up to the massacre and its aftermath are recounted. A 13-item bibliography and three maps are included. The four lesson plans that accompany the history deal with (1) background material on the settler/Indian conflict in North America, especially the

Indiana territory in the early 1800s; (2) the political decisions, national policies, and war strategies that resulted in attacks on settlers on the frontier; (3) perspectives of both sides of the conflict; and (4) details of the massacre, aftermath, and pursuit of the perpetrators. The handouts to be used with these lesson plans are provided and include time lines, maps, and articles. A list of 18 additional enrichment activities also is included. (JB)

ED 319 650 SO 020 821

Ravitch, Diane
Democracy: What It Is, How To Teach It.
Educational Excellence Network, Washington, DC.
PUB DATE- Feb 90
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizen Participation; Citizen Role; *Citizenship Education; Civics; *Democracy; *Democratic Values; Elementary Secondary Education; Teaching Methods; Values Education

The historic events of 1989 changed the political map of the world. Students and workers in China rose up to demand democracy. Democracy bloomed in Chile, Brazil, and other Latin American countries where freely elected governments replaced repressive rulers. Communist dictatorships in Poland, Hungary, East Germany, Czechoslovakia, and Rumania were toppled and interim governments agreed to establish multi-party democracies, free elections, and constitutional protection of basic rights and freedoms. Each of these nations, which had lived for decades with empty promises and meaningless constitutions, must now build a new society. In order to create a durable democratic society, they must inform themselves about what constitutes a democracy, what constitutes a free society, and what institutional constraints are necessary to create a free, democratic society. Furthermore, they must teach democracy in their schools, not just as an academic study, but as a way of life that influences student life, classroom discussions, the curriculum, and methods of teaching. Even democratic societies must teach young people what democracy is, how to participate in it, and what rights and responsibilities they have as citizens. This paper discusses the concept of democracy, the types of democracies (direct, representative, and constitutional), and ways that democracy can be taught in schools. (Author/JB)

ED 319 651 SO 020 822

Prior, Warren R.
Teaching about Australia. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SO-90-1
PUB DATE- Feb 90
NOTE- 4p.
CONTRACT- RI88062009
AVAILABLE FROM- ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Area Studies; Comparative Analysis; Cultural Awareness; Cultural Differences; *Curriculum Enrichment; *Educational Strategies; Elementary Secondary Education; Foreign Countries; Global Approach; *Social Studies
IDENTIFIERS- *Australia; ERIC Digests

Many reasons can be offered for teaching about Australia. The field of Australian studies offers many opportunities for U.S. teachers and students to critically analyze aspects of their own culture, for there are many experiences in the history of Australia that parallel the U.S. experience. Australia and the United States have strong ongoing economic, social, and political ties. A study of Australia reveals interesting interactions between an extremely old geological landscape and the evolution of its unique fauna and flora. The Aboriginal people in Australia have possibly the oldest indigenous culture still operating. Teaching about Australia can profitably be included in the curriculum from kindergarten to 12th grade as part of a global perspective in social studies education. Teachers can begin with basic geography lessons to locate Australia on a world map, noting its size, major geographic features, climatic zones, demographic distribution, location of major cities, and state borders. A historical perspective can be used to enhance understanding of different cultures in Australia. The use of a range of Australian literature, art, films, and visual and oral primary source materials can be a useful entry into an understanding of the values and assumptions underlying Australian culture. A study of issues facing Australia today can enhance students' inquiry skills and enable them to form generalizations that may be useful in explaining issues facing the United States. A 16-item bibliography is included. (JB)

DOCUMENT RESUME

ED 319 652 SO 020 823

Holt, Evelyn R.
"Remember the Ladies"--Women in the Curriculum. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SO-90-2
PUB DATE- Mar 90
NOTE- 4p.
CONTRACT- RI88062009
AVAILABLE FROM- ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Curriculum Development; *Educational Strategies; Elementary School Curriculum; Elementary Secondary Education; *Females; Feminism; Secondary School Curriculum; Sex Bias; Sex Stereotypes; *Social Studies; United States History; Womens Studies
IDENTIFIERS- ERIC Digests

Three questions are addressed in this document: (1) How have women been treated in social studies textbooks and curricula? (2) What are some strategies for including women in social studies? (3) What resources are recommended for teachers and students? Textbook studies of the 1970s revealed limited coverage of women in the social studies, and the few references to women conveyed negative stereotypes rather than balanced and realistic portrayals of changing roles in modern society. Coverage of women in textbooks increased in the 1980s, but neither the quality nor quantity of these treatments was adequate. Suggestions offered for integrating women in the curriculum are: (1) In economics, study the inequalities of income distribution and investigate why these inequalities exist in society. (2) In sociology, examine charges of sex discrimination in the United States and what these charges are based upon. (3) Political science classes can research significant court cases that have influenced women's rights in this country. (4) Geography, world history, and world studies can involve the analysis of the status of women in other countries and at other times. Resources are available at the international, national, state, and local levels. Several are noted, along with their areas of interest and addresses. A 10-item bibliography is included. (JB)

ED 319 653 SO 020 824

New, Thomas
A Resource Text for American History.
PUB DATE- 90
NOTE- 103p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academically Gifted; Advanced Students; Course Content; Course Descriptions; Essays; *Essay Tests; *History Instruction; *Honors Curriculum; Secondary Education; Secondary School Curriculum; Study Guides; Teaching Methods; *United States History

This resource text was designed to provide suggestions and ideas that might be helpful in developing an advanced placement/honors U.S. history course. It opens with tips on teaching essay skills, sample essay examinations, strategies for incorporating essays into lesson plans, document-based question guidelines/hints, and strategies for grading essays. Eighteen selected lecture outlines cover such topics as the key concerns facing the Constitutional Convention, and the realities of U.S. foreign policy, 1880-1920. This section is followed by an outline of the review for the national examination. A list of 25 printed and audio-visual resources, a sample syllabus with suggestions for auxiliary assignments, and a suggested course outline are provided. The final section contains a student study guide to be used for content coverage in a survey course. This particular guide was specifically developed for Bailey and Kennedy's "The American Pageant" text. Two appendices contain information on the St. John's College (Baltimore) seminar method of instruction and sample documents to be used in conjunction with a seminar approach to instruction. (JB)

ED 319 654 SO 020 838

Parker, Franklin; Parker, Betty
China's Student Protest 1989.
PUB DATE- 90
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Activism; *Change; *Communism; Current Events; *Democracy; *Demonstrations (Civil); Foreign Countries; Modern History
IDENTIFIERS- *China

The Chinese university students who protested in Spring 1989 were concerned about inflation, shortages of goods and services, and pay inequities. They disliked corruption, bribery, and unfair favoritism, and wanted more press freedom and more independence for their student organizations. Most of all, they wanted more dialogue with aging leaders about their role in China's future. Low-paid or jobless city dwellers felt a common cause with protesting students. Farmers, who were far removed, adopted a wait-and-see attitude toward student protests. The leadership was split. Deng Xiaoping, outraged by the protests and alarmed that further unrest would wreck economic advances, wanted student protests crushed. Moderates, preferring reconciliation with students, were headed by Zhao Ziyang, who counseled against violent suppression. On May 17, Deng won the Politburo Standing Committee vote for military suppression, and the students were bloodily evicted from the square on June 4. Fall 1989 university enrollments nationwide were cut 5 percent. All students had to attend political re-education classes. Faculty at Beijing University and elsewhere had to attend Communist political study sessions. The clash and the military put-down discredited the Party in student minds and hearts. The hopes that impelled intellectuals to support Communism were shattered. The urban population at least is disillusioned. Farmers, slower to change, will likely side ultimately with urban intellectuals moving toward democracy. (JB)

ED 319 655 SO 020 857

Fuchs, Gordon E.; Moore, Louise
The School Bookstore: A Vehicle for the Integration of Learning.
PUB DATE- 90
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Class Activities; *Experiential Learning; Grade 8; *Integrated Activities; Interdisciplinary Approach; Junior High Schools; *Learning Activities; *Student Projects

Having an eighth grade class at Holy Angels Elementary School (Dayton, Ohio) open a school bookstore was a project in which concepts learned in various curricular areas were applied to a practical situation. One of the first skills the class learned was how to conduct an effective business meeting. They used their writing skills to write a constitution to govern the operation of their business. In the area of consumer education, the students learned basic principles involved in starting a company. One of the religious concepts taught was that of helping others less fortunate than themselves, as they voted to donate the proceeds of their business to a local soup kitchen. Learnings within the affective domain were also applied as students learned to work with customers and with each other on committees. Leadership was taught when the students elected leaders to supervise their activities. Mathematics skills taught in the classroom were applied when the students operated the bookstore. Concepts learned in art were applied when the students designed posters and fliers for advertising. (JB)

ED 319 656 SO 020 859

Schmidt, Nancy J.
Resources for Teaching about the Social Impact of AIDS in Africa.
PUB DATE- 90
NOTE- 26p.; Written version of a presentation made at the Annual Meeting of the African Studies Association (32nd, Atlanta, GA, November 5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; African Culture;

African Studies; Annotated Bibliographies; College Curriculum; *Developing Nations; Higher Education; *Instructional Materials
IDENTIFIERS- *Africa

This 70-item annotated bibliography contains references to books, reports, and articles that can be used in college courses to teach about the social impact of the Acquired Immune Deficiency Syndrome (AIDS) in Africa. The bibliography covers biological, medical, and social factors and provides examples and a framework for teaching this topic. Teachers must assemble instructional materials since textbooks currently are not available. In a prefatory essay, three basic issues are identified for teaching about AIDS in Africa: (1) identifying and acquiring relevant sources; (2) evaluating resources for accuracy and biases; and (3) providing a balanced coverage of the range of social factors. The sources include medical reports, social science research, United Nations reports, and press materials. (NL)

ED 319 657 SO 020 860

Carifio, James; Lanza, Marilyn
On the Need to Use Control Vignettes in Social Science Research.
PUB DATE- Apr 89
NOTE- 32p.; Paper presented at the Annual Meeting of the New England Research Organization (Portsmouth, NH, April 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Control Groups; Females; Males; Nurses; *Research Design; Research Methodology; *Social Science Research
IDENTIFIERS- *Vignettes

A review of the literature revealed that control (or placebo) vignettes are not used in numerous studies in all areas that employ vignette-based methodology, which is a serious methodological and theoretical flaw. The nature of this flaw and its methodological and theoretical importance is outlined in this paper, as well as procedures and a model for developing control vignettes. Two studies on the degree to which nurse professionals are perceived to be at fault when assaulted by patients are reported which employ control vignettes. In the first study, the use of control vignettes produced better and more objective validation of the assault vignettes than previously available in the literature. In the second study, female and male nurses were blamed as much for the incident that occurred with the patient in the control vignette as they were in the severe assault vignette, but they were blamed more in the mild assault vignette than they were in either the control or severe assault vignette. Female nurses, however, were blamed more than male nurses for the incident in the control and severe assault vignette, but not in the mild assault vignette. These complex findings are shown to fit the non-linear elliptic umbilic model of catastrophe theory, and not the linear models and interpretations of these variables currently in the literature. These significant and important results would not have been found if control vignettes had not been used. (Author)

ED 319 658 SO 020 861

Eksterowicz, Anthony J.; Cline, Paul C.
Citizen Participation and Effective Political Parties: Mutual Exclusivity or Necessary Interdependence?
PUB DATE- 89
NOTE- 33p.; Paper presented at the Annual Meeting of the American Political Science Association (85th, Atlanta, GA, August, 31-September 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Citizen Participation; Citizen Role; Citizenship Responsibility; Constitutional History; *Elections; Higher Education; Political Campaigns; *Political Influences; *Political Parties; Presidential Campaigns (United States); *Social Action
IDENTIFIERS- *Antifederalists; *Federalists

Scholars and political commentators have noted a new movement toward direct citizen participation in the candidate nomination process, and some individuals have seen this as a decline of the political parties. This paper examines two concepts: (1) the origins of the argument about participation and strong political parties and (2) the effects of citizen participation on political parties. Progressive reforms were instituted in the early twentieth century and included the direct primary; the initiative, referendum, and recall; and nonpartisan elections at the local levels. Some scholars argue that the effect of these reforms has been to weaken political parties and to perpetuate mutual exclusivity between citizen participation and party government. Others hold the view that there is no realistic alternative to a middle of the road position since some form of participatory citizen effort is required either by legislation or regulation. They propose the fusing of citizen participation with the political parties to strengthen the parties. They also call for a citizen assembly to give continued input into the platforms parties adopt. They conclude that without significant involvement of the people, political parties will continue to decline in electoral influence. (NL)

ED 319 659 SO 020 863

Dorow, Ernest B.
Temperament Types of Social Studies Teachers.
PUB DATE- 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Graduate Students; Higher Education; *Personality; Secondary Education; *Social Studies; Teacher Behavior; *Teacher Characteristics; Teachers; *Teaching Styles; Undergraduate Students

Temperament type is a key to understanding the classroom behavior of social studies teachers. Current criticisms of strategies employed, dependence on the textbook, fact oriented testing, and the dearth of problem solving in lesson planning are grounded in professional decisions based on temperament preferences. Employing four types of temperament identified by David Keirsey and Marilyn Bates in "Please Understand Me," this study analyzes the responses of 124 undergraduate and graduate education students. Those types favoring use of the lecture, dependence on a textbook, and fact-oriented testing were dominant at both the undergraduate and graduate levels. The author concludes that little change in practice is likely until social studies educators become sensitive to the role of temperament type in their own decision making processes. Only then will they be able to plan effectively for the range of types represented in the student body of the secondary school. (Author)

ED 319 660 SO 020 865

Thurston, Linda P.
Girls, Computers, and Amber Waves of Grain: Computer Equity Programming for Rural Teachers.

PUB DATE- 90
NOTE- 18p.; Paper presented at the Annual Conference of the National Women's Studies Association (11th, Towson, MD, June 14-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; Elementary Secondary Education; Equal Opportunities (Jobs); Feminism; *Inservice Teacher Education; *Instructional Development; *Nondiscriminatory Education; *Rural Education; Sex Bias; Sex Differences; Sex Stereotypes; *Womens Studies
IDENTIFIERS- *Computer Equity; Kansas

Research has revealed that more males than females participate in computer learning environments. Rural young women in home and school are conditioned to accept outdated role definitions and may be limited in career and life choices by restricted access to technology and their perception of the female role in technology. In 1988-89, a year long in-service training program was developed for Kansas teachers to enable them to provide gender equitable, quality computer education in upper elementary and middle school classrooms. Designed primarily for schools in rural areas, the classroom segment was divided into two sections: a primary computer content section using Logo Writer, database building, lesson plans involving software, the computer language BASIC, and telecommunications software; the gender equity training section utilized the book, "Neuter Computer" (Sanders and Stone, 1986). An evaluation was conducted to assess the effects of the program on skills and attitudes of teachers and students. The results showed teachers had more equitable attitudes and female students showed increased use and enjoyment of the computer. (NL)

ED 319 661 SO 020 872

Kenworthy, Leonard S.
Studying the World and the United Nations System.
PUB DATE- 88

NOTE- 182p.
AVAILABLE FROM- World Affairs Materials, Box 726, Kennett Square, PA 19348 ($5.95, including postage).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cultural Awareness; *Curriculum Development; Elementary Secondary Education; *Global Approach; Inservice Education; International Organizations; Preservice Teacher Education
IDENTIFIERS- *United Nations

The opening chapter of this volume attempts to provide a framework for education about the international or global community that is emerging. Chapter 2 notes some of the recent and possible future changes in the world and in the United Nations (UN) system. The third chapter identifies some of the obstacles to learning about the world and the UN system. Chapter 4 discusses some of the central themes for international education in the 21st century. The fifth chapter focuses on teaching about the UN and its related agencies. Chapter 6 discusses some key questions for those evaluating programs for the study of the world and the UN system. The focus of chapter 7 is on the characteristics of elementary or primary school curricula that introduce children to the world. Chapter 8 examines the international dimension of education in secondary schools, course by course. Teachers must be globally-minded if they are to use a global approach in teaching. Chapter 9 offers suggestions for pre-service and in-service teacher education that might foster this approach. Numerous black and white photographs illustrate the documents. (JB)

ED 319 662 SO 020 880

Kaster, Robert A.

Some Consequences of Limited Literacy in Late Antiquity.

PUB DATE- 90
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational History; *Educational Status Comparison; Higher Education; Latin; *Literacy; *Religion Studies; *Schools
IDENTIFIERS- *Greece (Ancient)

This examination of education in late antiquity looks at the variable definitions of literacy, the function of elite literacy as a scarce and highly valued commodity, and the nature of the relationship between the cultural elite and Christianity. A basic definition of a literate person is one who can read and write in his or her society's standard language but, in fact, various classes of literacy existed in antiquity, and literacy held a high place in the competition for esteem among the elite. Schools of grammar and rhetoric were exclusive in their social organization; there was no single system of primary and secondary schools, but different types of schools that served different population groups. Massive illiteracy existed among the public at large and the "Schools of Letters," which served this population and supposedly provided basic literacy, ranked low in prestige. The elite or "Liberal Schools," insulated those who had access to them from the lower orders; their teachers received both higher fees and wider legal privileges than did others. Prior to the third century, Christians claimed that the culture of the "letterati" was symbolic of false values and showed no care for inner truth. However, after the fourth century, the opening up of the Christian community in the East meant that the literary culture came to be regarded as less of a divisive force; the Western church, on the other hand, still saw itself as an alien body in a dangerous environment. (NL)

ED 319 663 SO 020 881

Merryfield, Merry M.
Cultural Literacy and African Education.

PUB DATE- 89
NOTE- 36p.; Paper presented at the Annual Conference of the African Studies Association (32nd, Atlanta, GA, November 3-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *African Culture; African History; African Studies; *Citizenship Education; *Curriculum Development; Developing Nations; Higher Education; Research; *Social Studies; Social Values
IDENTIFIERS- *Cultural Literacy; Kenya; Malawi; Nigeria; Zimbabwe

An important issue confronting newly emerging nations in Africa is the development of a new curriculum to reflect the changing norms and views of the past. Looking at nations that share a common British educational tradition, a study done in Kenya, Malawi, Nigeria, and Zimbabwe asked which topics and categories of cultural knowledge were essential for the development of a national cultural literacy. Another concern was whether one ethnic group or a mosaic of groups would be represented in the revised curriculum, and how African states could identify content for syllabuses that supported national unity in countries that were characterized by ethnic diversity. All four countries had centralized educational systems with national primary and secondary school curricula that were considered the best indicators of what was taught in the schools. Using a process of content analysis, each syllabus topic was separated and recategorized into broad categories, and then into smaller ones. A chart of topics was developed by quantifying the attention the topic received in the syllabus, and then looking for major priorities, exceptions, and questions. Customs, beliefs, and government were found to be universal priorities, although the emphasis varied among countries. The study showed that there is considerable variance in the way social studies builds a national cultural literacy, and each country held different views on what common knowledge their youth should share. (NL)

ED 319 664 SO 020 883

Craven, Jean; And Others
Middle School Social Studies: A Guide for Classroom Teachers. Eastern Hemisphere Studies, Western Hemisphere Studies, New Mexico History and Geography, United States History.
Albuquerque Public Schools, N. Mex.
PUB DATE- 89
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Content; *Course Descriptions; *Course Objectives; Curriculum Development; Curriculum Guides; Grade 6; Grade 7; Grade 8; Intermediate Grades; Junior High Schools; *Middle Schools; *Social Studies
IDENTIFIERS- *New Mexico

The state of New Mexico requires all sixth grade students to take the year-long social studies course entitled Eastern Hemisphere Studies. Seventh grade students are required to take two semester-long courses, are in Western Hemisphere Studies and the other in New Mexico History and Geography. The year-long social studies course on U.S. History is required of all eighth graders. The organization and contents of this guide are intended to assist the teacher in identifying major ideas around which these courses might be organized. It should help teachers decide what to leave out at least as much as it helps them decide what to include. Various course outlines and timelines are offered for each course. The main themes are identified, outlines of those themes are given, key concepts, people, and events are presented, and expected student competencies are listed for each unit within each course. (JB)

ED 319 665 SO 020 885

Mahin, Linda R.
What We've Got Here Is a Failure To Communicate: Women's Studies in Professional Communication.
PUB DATE- 90
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Communication Research; *Employed Women; Equal Opportunities (Jobs); Feminism; Higher Education; Language Patterns; *Metalinguistics; *Sex Bias; Sex Differences; Sex Fairness; *Sex Stereotypes; Sociolinguistics; *Womens Studies
IDENTIFIERS- *Linguistic Codes

Women seeking to gain upper-level positions in the corporate structure find it difficult and usually are excluded from membership because their male counterparts use an exclusive vocabulary to communicate their successes to their superiors. Scholars predicted that when a critical mass of 30 to 35 percent women reached management level they would automatically be accepted; however, studies of Fortune 500 show this not to be true. Women were excluded by the rhetoric of male power codes because women communicated differently, because the perception existed they did not fit into the structure, and because women made men feel uncomfortable and anxious. Women entering certain discourse communities were automatically assigned specific behaviors that limited discourse. It was found in an analysis of the Bell System and Liberty Mutual Insurance Company cases before the Equal Employment Opportunity Commission that the entering position determined the future position, and women were precluded from discourse with upper echelon members of the community who promoted and gave recognition. Using military and sports jargon in professional communities created discourse codes that largely excluded women. This linguistic exclusion limited the ability of women to communicate their performances to the upper level corporate structure. (NL)

ED 319 666 SO 020 887

Sniegoski, Stephen J.
William Torrey Harris and the Academic School.
Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Academic Education; Classical Languages; Curriculum Development; Educational Change; *Educational History; Elementary Secondary Education; Excellence in Education; Foundations of Education
IDENTIFIERS- *Harris (William Torrey); National Education Association

Recently there has been a growing concern about the decline in academic achievement among students as modern schools have moved to more non-academic functions. William Torrey Harris was an early education reformer whose ideas are now proving relevant to the problems currently facing education. Harris entered the field of education in the 1850s when the curriculum for the early years of schooling was limited to the "three R's" with mathematics and classical languages added later. The belief was that the purpose of school was to foster the development of reason and that required imparting universal ideas and principles. Harris became a member of the influential Committee of Ten in 1893. The Committee was responsible for the inclusion of modern subjects in the high school curriculum. Harris believed the wisdom of Western civilization was divided into five branches: (1) arithmetic and mathematics, (2) geography, (3) history, (4) grammar, and (5) English literature. Harris felt that the purpose of schooling was to foster the development of reason and to impart universal ideas and principles instead of isolated, unrelated facts. He became president of the National Education Association in 1875, and was United States Commissioner of Education from 1889-1906. Harris was a founder of "The Journal of Speculative Philosophy," the most important U.S. philosophy publication of its time. (NL)

DOCUMENT RESUME

ED 319 667 SO 020 893

Satterwhite, Robin; Cheek, Timothy
Japan and Northeast Asia: A Selected Bibliography and Guide to Research at Tutt Library.
Colorado Coll., Colorado Springs.
PUB DATE- 90
NOTE- 25p.; A product of the Asia-Pacific Studies Program.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Foreign Countries; Higher Education; *Library Materials; *Reference Materials; *Research Tools; Resource Materials; Videotape Recordings
IDENTIFIERS- *Colorado College; *Japan

Written as a guide for students using the Tutt Library at the Colorado College in Colorado Springs, this 88-item bibliography lists bibliographies, encyclopedias, dictionaries and handbooks, language aids, statistics sources, atlases, periodical indexes, book review indexes, periodicals, newspaper and newspaper indexes, and video tapes that might be useful when conducting research on Japan and Northeast Asia. Each entry includes author, title, imprint, local call number, and a brief descriptive annotation. The guide also includes information specific to Tutt Library regarding reference services, the online and card catalogs, interlibrary loan, how to find books and periodicals, and use of other libraries. (JB)

ED 319 668 SO 020 895

Gertler, Paul; Glewwe, Paul
The Willingness To Pay for Education in Developing Countries:

Evidence from Rural Peru. Living Standards Measurement Study Working Paper No. 54.
World Bank, Washington, D. C.
REPORT NO.- ISBN-0-8213-1170-0
PUB DATE- 89
NOTE- 59p.
AVAILABLE FROM- Publication Sales Unit, Department F, World Bank, 1818 H Street N.W., Washington, DC 20433.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Case Studies; *Developing Nations; *Economic Factors; *Educational Development; *Educational Finance; Educational Planning; *Educational Policy; Foreign Countries; Global Approach; Primary Education
IDENTIFIERS- *Peru

Schools in developing nations tend to be concentrated in urban areas, making it necessary for children living in rural areas to travel long distances to attend school. Government resources are limited and many countries have limited education expenditures due to faltering economic growth. Since government is the principal provider of education and the demand far exceeds the supply, some economists are now advocating increasing school fees to fund education improvements. Using a theoretical model of the demand for schooling and the principle of compensating variations, this study calculated parental willingness to pay for new secondary schools in rural areas of Peru. The results showed that even those in the poorest quarter of the Peruvian income distribution sector were willing to pay fees high enough to cover operating costs of opening new secondary schools in rural villages. An extensive list of statistical tables and a 25-item bibliography are included in the report. (NL)

ED 319 669 SO 020 899

Tilak, Jandhyala B. G.
Education and Its Relation to Economic Growth, Poverty, and Income Distribution: Past Evidence and Further Analysis. World Bank Discussion Paper 46.

World Bank, Washington, D. C.
REPORT NO.- ISBN-0-8213-1181-6
PUB DATE- 89
NOTE- 127p.

AVAILABLE FROM- Publications Sales Unit, Department F, World Bank, 1818 H Street N.W., Washington, DC 20433.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Developing Nations; *Economic Factors; *Economic Research; *Educational Planning; *Educational Policy; Elementary Secondary Education; International Programs; Politics of Education; *Poverty

An extensive survey of empirical research on education as related to poverty, growth, and income distribution is presented, with the focus on 21 developing nations. The study uses the latest available data on alternative measures of income distribution, income shares of various population groups by income classes, and poverty ratios. The analysis confirms some existing theses on the role of education in improving income distribution. Part *Economic Factors; Poverty; research on the relationship between education and economic growth, poverty, and income distribution; part three examines selective dimensions relating to the role of education in improving poverty and income distribution; part four includes the report summary and conclusions. Statistical information is presented in 25 tables and figures, and a 16 page bibliography is included. (Author/NL)

ED 319 670   SO 020 914

Dennis, Lawrence J., Ed.
Proceedings of the Annual Conference of the Midwest Philosophy of Education Society (Chicago, Illinois, November 13-14, 1987 and November 11-12, 1988).
Midwest Philosophy of Education Society, Carbondale, IL.
PUB DATE- 89
NOTE- 233p.
AVAILABLE FROM- Dr. David B. Owen, Secretary-Treasurer, Midwest Philosophy of Education Society, College of Education, Iowa State University, Ames, Iowa 50011 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Aesthetic Education; Childrens Rights; *Educational Policy; Ethics; *General Education; *Higher Education; Social Change; Teacher Education; *Values Education; Writing (Composition)

Proceedings of two conferences of a society of specialists in the philosophy of education are contained in this document. Seven papers are included from the 1987 conference program. They are: (1) "Conversation and Character: Teachable Moments in Plato's 'Republic'" (D. B. Owen); (2) "In Praise of the Philosophy of Liberal Education" (A. M. Neiman); (3) "Philosophy of Liberal Education and Teacher Education" (A. Brown); (4) "Democratic Theory and the Educational Policy Process" (D. T. Snauwaert); (5) "Taking the Moral Point of View: An Uneven Relationship to Moral Judgment-Making" (R. P. Craig); (6) "Is There Consciousness in Writing?: A Philosophical Exploration" (G. W. Stickel); and (7) "Did Dewey Dance? An Artistic Assay II, or The Subjective Element in Esthetic Experience" (L. J. Dennis). Nine papers from the 1988 program are presented: (1) "The Virtue Ethics Approach to Moral Development: A Critique" (R. P. Craig); (2) "Child Custody, Children's Rights and Education" (J. W. Hoff); (3) "Children's Rights Revisited: A Philosophical Basis for Protective Action" (R. C. Pipan); (4) "Sorokin's Theory of Sociocultural Change, Creative Altruism, and Education" (D. T. Snauwaert); (5) "Vice and Virtue in Higher Education: A Forgotten Issue" (D. B. Annis); (6) "A Response to 'Vice and Virtue in Higher Education: A Forgotten Issue'" (A. Brown); (7) "Janusz Korczak and Self-Governing Schools in the Twentieth Century" (R. Swartz); (8) "Is There a Reasonable Alternative to Objectivist Theories of Meaning and Rationality as a Basis for Curriculum? A Work in Progress" (P. L. Smith); and (9) "The Classics, Progress, and the Future" (D. B. Owen). The 1987 and 1988 programs and the membership list from those years are included. (JB)

ED 319 671 SO 020 918

Lockledge, Ann
Thinking Skills for an Interdependent World.
PUB DATE- 16 Mar 90
NOTE- 9p.; Paper presented at the National Council for the Social Studies Southeast Regional Conference (Norfolk, VA, March 16, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Critical Thinking; Decision Making; *Educational Strategies; Elementary Secondary Education; *Global Approach; Models; Social Studies; Teaching Methods; *Thinking Skills; World Affairs

It is possible to empower learners by encouraging them to make judgments and decisions about the world and then providing them with feedback on resultant conceptualizations. Teachers can help build a basis for thinking about an interdependent world by highlighting the international dimensions of topics typically studied. When students use critical thinking regarding these topics, they are prepared with the skills that will permit them to function in a pluralistic, increasingly interdependent, global society. Motivating students to think and work on their own means allowing them to express their own feelings, have a part in the decision making process, and eventually share their products with other people. Thoughtful teachers plan to reach their goals through the careful selection of strategies and materials that will first explore concepts leading to generalizations about global interrelationships. Several models are included to help explain the strategy selection that promote the thinking skills needed to arrive at a reasoned understanding of worldwide interdependence. (JB)

ED 319 672 SO 020 919

Character and Value Education: Teaching Strategies.
Kentucky State Dept. of Education, Frankfort.
PUB DATE- Mar 90
NOTE- 107p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Class Activities; Curriculum Enrichment; Ethical Instruction; Learning Activities; Public Schools; Values; Values Clarification; *Values Education

There is a widespread belief that new and more extensive efforts should be made in the public schools to teach values. Public schools are a major institution aiding the integration of diverse groups in U.S. society. Furthermore, there are serious problems in U.S. society that values education should address as shown by the incidences of drug abuse, violence, persistent racism, teenage sexual behavior, and teenage parenthood. Changes in the structure of families and communities also create problems that schools are expected to address. Both the nature and purpose of schools necessitate the teaching of values. The following values are presented in this guide: (1) altruism; (2) courtesy; (3) democracy; (4) honesty; (5) human worth; (6) justice; (7) knowledge; (8) respect; (9) self-discipline; and (10) tolerance. A definition is given for each value along with an operational concept, objectives, and activities for students in various grade levels. These ideas may be incorporated into the regular curriculum. (JB)

Shelton, Lois G.
Foods of the Pioneer Family.
PUB DATE- 89
NOTE- 26p.; Prepared for the Historic Southern Indiana Project.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indians; Class Activities; *Colonial History (United States); *Food; Grade 4; Grade 5; Intermediate Grades; Learning Activities; State History; Units of Study
IDENTIFIERS- Indiana; *Native Americans

As fourth and fifth grade students study this unit in conjunction with their Indiana or U.S. history texts, they see how the Indiana pioneers ate and survived. Many of the foods taken for granted today were eaten by Indians in one of the Americas thousands of years ago. Students learn that the Native Americans had developed agricultural civilizations and that they freely shared their knowledge with the white man. For many of the early colonists, starvation would surely have come if Indians had not taught them what to eat and how to prepare it. Students also learn that many foods they are familiar with were brought over by the colonists from their home countries. Many plants now considered weeds were brought as herbs by the colonists. Students also discuss the difference between winter and summer meals due to the degree of availability of various foods. They see that although pioneer life may sound exciting, it was a very harsh and difficult life. Nine student worksheets are included as well as an answer sheet. Additional projects or activities are suggested and an 8-item bibliography is included. (JB)

ED 319 674 SO 020 922

Anderson, Thomas D.
Teaching about North America: Some Fresh Perspectives.
PUB DATE- 14 Oct 89
NOTE- 7p.; Paper presented at the Annual Meeting of the National Council for Geographic Education (Hershey, PA, October 11-14, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; Demography; Developed Nations; Developing Nations; Foreign Countries; Geography; *Geography Instruction; Industrialization; *Teacher Attitudes
IDENTIFIERS- *Mexico; *North America

The Americas conventionally are divided into two continents, North and South America, with the place of demarcation at the border between Panama and Colombia. Yet a generation of students is growing up with the broad but imprecise term Latin America, referring to all of those countries south of the United States, while North America has come to mean only Canada and the United States. Mexico and Central America should be included when teachers instruct their students about North America. Mexico ranks eleventh in the world in population and has an area of about three quarters of a million square miles. It is almost as urbanized as the United States and Canada, with over 70 percent of its population classed as urban. Yet textbooks and teachers continue to devote major attention to a Mexico of peasants. Mexico is a newly industrialized country of considerable accomplishments and tremendous potential. Over 80 percent of the population is literate with a sizable and growing segment university trained and possessing a tradition of hard work. The conventional stereotype of the lazy Mexican is sadly inaccurate, and its correction should be a major objective for teachers. The business community is beginning to consider Mexico as an integral part of North America, and hopefully the U.S. public in general and geography teachers in particular will do so in the future. (JB)

ED 319 675 SO 020 925

Anderson, Paul S.
Seeking a Core of World Regional Geography Place Names: An Analysis of Published Materials.

PUB DATE- 14 Oct 89
NOTE- 18p.; Paper presented at the Annual Meeting of the National Council for Geographic Education (Hershey, PA, October 11-14, 1989). Updated April 1990.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reference Materials - Geographic Materials (133) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Geographic Location; *Geography Instruction; *Minimum Competencies; *Physical Geography
IDENTIFIERS- *Place Names

Knowing place names is not the essence of geography, but some knowledge of names of geographical locations is widely considered to be basic information. Whether used in general cultural literacy, lighthearted Trivial Pursuit, educational sixth grade social studies, or serious debates on world events, place names and their locations are assumed to be known. At the college level of world regional geography courses, five books with lists of place names are in print by geographers: Fuson; MacKinnon; Pontius and Woodward; DiLisio; and Stoltman. Those five sources plus place name lists by P.S. Anderson and from Hirsch reveal similarities and diversities in their content. A core list of place names is presented with several cross-classifications by region, type of geographic feature, and grade level of students. The results reveal a logical progression of complexity that could assist geography educators to increase student learning and avoid duplication of efforts. There will never be complete agreement about any listing of the core geographical place names, but the presented lists are intended to stimulate discussion along constructive avenues. (Author)

ED 319 676 SO 020 937

Eisenberg, Bonnie; And Others
Women in Colonial and Revolutionary America.
American Univ., Washington, DC. Mid-Atlantic Equity Center.
PUB DATE- 89
NOTE- 50p.

AVAILABLE FROM- American University, Mid-Atlantic Equity Center, 5010 Wisconsin Avenue, NW, S-310, Washington, DC 20016 (limited distribution).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biographies; *Class Activities; *Colonial History (United States); Curriculum Enrichment; Elementary Secondary Education; *Females; Learning Activities; Social Studies; United States History; Womens Studies

Designed as a supplemental teaching tool for upper elementary and middle school use, this unit contains information on the circumstances under which women of various cultures lived in the United States during the colonial and revolutionary periods and presents a perspective that is seldom included in textbooks. The unit includes biographies of ten women who lived between the years 1630 and 1800. The women selected (Abigail Adams, Mary Brant, Elizabeth Freeman, Mary Katherine Goddard, Anne Hutchinson, Mary Jemison, Eliza Pinckney, Tituba, Weetamoo, and Phillis Wheatley) were limited to the area of the 13 British colonies. Some of these women were Native Americans whose ancestors had inhabited the region for hundreds of years. Some were Europeans who came to take part in the development of a new nation. Others were black women brought from Africa to work as slaves for the white settlers. The questions that follow each biography are designed to foster classroom discussion of the context in which each woman lived and her response to her situation. They also attempt to link the past with the present and encourage students to see this connection. The class activities that follow the biographies are designed to enhance understanding of the events and times being discussed. A bibliography lists additional sources of information including general information on women in history, curriculum materials, reference books, and biographies. (JB)

SP

ED 319 677 SP 032 060

Hatfield, Robert C.
Designing Faculty Curriculum Leader Roles.

PUB DATE- Dec 89
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Curriculum Evaluation; Elementary Secondary Education; *Instructional Improvement; *Leadership Responsibility; Literature Reviews; *Program Development; Staff Development; *Teacher Role

The faculty curriculum leader is envisioned as a teacher with some portion of time allocated to activities, other than direct instruction, that encompass a variety of responsibilities related to curriculum, staff, and organizational and instructional needs and improvement. This role would be assumed by individuals with formal or informal responsibilities. This paper presents a synthesis of studies and conceptual views of this role. In the first part of the paper, the purposes and goals to be achieved by faculty curriculum leaders are described, e.g., leadership for improving and evaluating the curriculum, staff development, and the design of practice. The rationale for the faculty curriculum leader role is set forth in the second part of the paper. The final part of the paper outlines organizational elements for implementing the faculty curriculum leader's role: (1) role description, authority, qualifications; (2) communications and networking; (3) facilities and resources; (4) incentives, rewards, and recognition; (5) preparation and skill development; and (6) activities and operating procedures. (JD)

ED 319 678 SP 032 132

Pultorak, Ed; And Others
Telecommunications in Teacher Education: Closing the Gap between University and Extension Programs.
PUB DATE- 7 Feb 90
NOTE- 15p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Las Vegas, NV, February 5-8, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cost Effectiveness; Delivery Systems; *Distance Education; Electronic Equipment; *Extension Education; Higher Education; *Teacher Education Programs; Teaching Methods; *Telecommunications; *Telecourses

This study was undertaken for the purpose of investigating the use of telecommunications for extension courses in teacher education programs. Specific inquiry was focused on two areas: current use (Part I) and equipment/delivery (Part II). Part I has focus on cost per student, types of extension courses, effect of geographic location, and success rate. Part II has focus on interactiveness, multimedia equipment, need for classroom facilitators, special methods for electing instructors, recommended instructional methods, and common problems. The study population consisted of 11 institutions with reputations of having successful extension programs delivered via telecommunications. Because of increased enrollment potential, institutions of higher education should find results valuable. This paper includes the survey instrument, responses to each question, and an analysis of the findings. (Author)

ED 319 679 SP 032 140

Mann, George; Kitchens, Joe
Curriculum Management System: A Computer Managed Curriculum.
PUB DATE- 8 Feb 90
NOTE- 12p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Las Vegas, NV, February 5-8, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Computer Managed Instruction; *Curriculum Development; Elementary Secondary Education; *Individualized Instruction; Instructional Innovation; *Mastery Learning

A description is given of the development, implementation, and evaluation of the Curriculum Management System (CMS), a computer managed system that utilizes input from research findings on effective schools. The goals and objectives of instruction are clearly delineated and effectively communicated to students and their parents. Each student, teacher, and parent receives a computer generated plan of study every 2 weeks which specifies the goals, objectives, and learning activities to be used with each student. Each plan of study is individualized to accommodate the student's developmental level as determined by criterion referenced tests. As the scores of the criterion referenced tests are entered into the CMS, the system automatically builds a plan of study. The CMS encourages high expectations for student achievement and makes it reasonable to have high expectations because each student is working on mastering content which is at the appropriate level. Parents receive highly detailed computer generated reports every 2 weeks informing them of the student's progress. Teachers are enabled to identify objectives which have or have not been mastered at an acceptable level for each student. (JD)

ED 319 680 SP 032 153

Calliari, Carl L.; And Others
Emerging Collaborative Roles and New Team Approaches in Models of Support for Beginning Teachers in Southern New Jersey.
PUB DATE- 7 Feb 90
NOTE- 9p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Las Vegas, NV, February 5-8, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alternative Teacher Certification; *Beginning Teacher Induction; Beginning Teachers; Elementary Secondary Education; Newsletters; *Program Development; *Seminars; *Social Support Groups; Workshops

The goals of the Beginning Teacher Induction Center at Glassboro State College, New Jersey, include providing beginning teachers with information based on research and development, as well as training, and technical assistance. The program provides support for beginning teachers by expanding professional learning experiences and helping beginning teachers develop individual teaching styles based on observation, discussion, and consultation. The new teachers are assisted in adapting to their new school environment and encouraged to value lifelong learning. Services offered to participants include: a seminar series, a teacher talk line, a newsletter, informational packets, support teams, and technical assistance to local education agencies implementing support programs for new teachers at the local level. A description is included of the Provisional Teacher Program, an alternative path

to certification offered to college graduates who did not major in education. (JD)

ED 319 681 SP 032 162

Enwonwu, Cyril O., Ed.
Nutrition and Hypertension in Blacks and Other Minorities. Proceedings of the Meharry Medical College Annual Nutrition Workshop (2nd, Nashville, Tennessee, October 26-28, 1988). Annual Nutrition Workshop Series, Volume II.
Meharry Medical Coll., Nashville, Tenn.
PUB DATE- Oct 88
NOTE- 225p.
AVAILABLE FROM- Center for Nutrition, Meharry Medical College, Nashville, TN 37208 ($20.00).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Blacks; Chronic Illness; Dietetics; Eating Habits; *Minority Groups; *Nutrition; Obesity; *Special Health Problems

During this 3-day workshop with 138 registered participants, invited medical experts deliberated extensively on the physiological regulation of blood pressure, the unique biological characteristics and dietary patterns of Blacks and other minorities, the prevalence of hypertension in U.S. Blacks and Native Americans, the roles of specific macro- and micro-nutrients in the genesis of obesity and high blood pressure, and the childhood antecedents of high blood pressure in adult life. This publication presents the 17 papers given at the workshop and discussions of the papers. (JD)

ED 319 682 SP 032 179

Breaking New Ground: Teaching Skills of Intelligence. Lethbridge Catholic Separate School District No. 9.

Lethbridge Catholic Separate School District #9 (Alberta).

SPONS. AGENCY- Alberta Dept. of Education, Edmonton.
PUB DATE- Feb 88
NOTE- 233p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cognitive Development; Elementary Secondary Education; Foreign Countries; *Inquiry; *Learning Processes; *Questioning Techniques; Student Motivation; *Teaching Methods; *Thinking Skills

The objectives of the 2-year Thinking Skills Project were to provide teachers and students with a set of thinking skills, to develop and validate a model of cognition for teachers, to devise a Measure of Questioning Skills, and to establish a normative base for this instrument. The model of essential thinking skills covers the basic processes: (1) qualification--finding unique characteristic units or basic identity (definitions, specific facts, problem/task recognition); (2) classification--determining common qualities (similarities and differences, correspondence, grouping and sorting, comparisons, either/or distinctions, typologies); (3) relationships--detecting regular operations (parts and wholes, numerical progressions, patterns, sequence and order, hierarchy, prioritization, logical deductions, generalizations); (4) transformations--relating known to unknown, creating new meanings; and (5) causation--establishing cause and effect, (interpretation, prediction, forecasting). Specific information on the development of the Measure of Questioning Skills is provided in seven appendices. Sample worksheets, recommendations for followup, and selected bibliographies are included. (JD)

DOCUMENT RESUME

ED 319 683 SP 032 184

Houser, Neil Owen
Classroom Management.
PUB DATE- 89
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Modification; *Classroom Environment; *Classroom Techniques; Course Content; Higher Education; Preservice Teacher Education; Student Behavior; *Student Characteristics; Student Motivation; *Time Management

Classroom management is a course design which seeks to move beyond the almost exclusive emphasis in this subject on the manipulation of student behavior. Socioenvironmental awareness and awareness of the school culture are viewed as a context within which issues of time, physical environment, and behavior management may reasonably be addressed. Additional emphasis is placed on the need for students to develop a personalized classroom management philosophy based on readings and class discussions, practicum teaching experiences, and observations made during the course of their own schooling. This philosophy, viewed always as being in a state of transition, is seen as a construct by which students may begin to organize the many pertinent issues related to this vital area of teacher education. The Classroom Management Course Overview at Washington State University is included. (Author)

ED 319 684 SP 032 189

Knight, Richard S.; Duke, Charles R.
Knowing Your Audience: Pre- and Post-Assessment of Preservice Teachers' Attitudes and Perceptions.
PUB DATE- 26 Feb 90

NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Higher Education; *Knowledge Level; Preservice Teacher Education; Self Esteem; *Self Evaluation (Individuals); *Student Teacher Attitudes; *Teaching (Occupation)

A data collection program identifies the attitudes and perceptions about teaching skills and the profession which preservice teachers exhibit at entrance and exit from a teacher education program. Survey questions covered the following areas: (1) expectations and perceptions about teaching; (2) perceptions of attitudes, knowledge, and skills; (3) classroom management ability; (4) knowledge of teaching methods and ability to apply them in the classroom; and (5) general understanding of teaching and the profession. (JD)

ED 319 685 SP 032 193

Gable, Robert A., Ed.; Hendrickson, Jo M., Ed.
Assessing Students with Special Needs: A Sourcebook for Analyzing and Correcting Errors in Academics.
REPORT NO.- ISBN-0-8013-0177-7
PUB DATE- 90
NOTE- 174p.
AVAILABLE FROM- Addison Wesley Publishing Co., Jacob Way, Reading, MA 01867 ($16.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Decision Making; *Educational Diagnosis; *Error Analysis (Language); *Error Patterns; Higher Education; *Informal Assessment; *Learning Problems; *Remedial Instruction; Special Education; Student Evaluation; Teacher Education; Teaching Methods

This step-by-step guide to informal, classroom-based assessment of students with special needs offers a comprehensive presentation of error analysis procedures. The book deals with the following topics in 10 chapters: (1) an overview of traditional academic assessment; (2) enhancing the learning of handicapped preschoolers; (3) errors and error analysis in arithmetic, reading, handwriting, spelling, and written language (Chapters 3-7); (4) computer-based assessment and error analysis; (5) content area skill assessment; and (6) strategies for integrating error analysis and instruction. (JD)

ED 319 686 SP 032 198

McManus, Mick
Troublesome Behaviour in the Classroom. A Teachers' Survival Guide.
REPORT NO.- ISBN-0-415-03911-8
PUB DATE- 89
NOTE- 171p.
AVAILABLE FROM- Nichols Publishing Co., 11 Harts Lane, Suite I, East Brunswick, NJ 08816 ($23.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavior Problems; *Classroom Techniques; Delinquency; *Discipline; *Educational Environment; Elementary Secondary Education; Foreign Countries; Inservice Teacher Education; Student Behavior; Suspension; *Teacher Attitudes

This book describes the range of causes, remedies, research, and theory on troublesome behavior in schools, focusing on what may be of practical value to teachers in ordinary classrooms and schools. It demonstrates how problem behavior can be understood in terms of students' motives; students' domestic, peer group, and classroom context; and how these can be coped with through a teacher's skills, techniques, and attitudes. The arrangement of the book lends itself to use as an inservice or seminar text; each chapter contains discussion points and exercises for participants. (JD)

ED 319 687 SP 032 199

Kirk, David
Rethinking Daily Physical Education.
PUB DATE- Jan 90

NOTE- 10p.; Paper presented at the Commonwealth and International Conference on Physical Education, Sport, Health, Dance, Recreation and Leisure (Auckland, New Zealand, January 18-23, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Exercise; Foreign Countries; *Physical Education; *Physical Fitness; Physical Health; *Program Development; *Program Effectiveness; Research Needs; Student Attitudes
IDENTIFIERS- *Australia

This paper draws on the findings of a recent study of the Daily Physical Education Program in Queensland, Australia. A number of proposals are made concerning the future of daily physical education in schools. Two points in particular are emphasized. The first is that the quality and appropriateness of the research that has underpinned the establishment of daily physical education in Australia and other countries, and its bias towards fitness development, need to be questioned. The second is the need to move beyond innovations that rely solely on curriculum materials to create change and, instead, to incorporate these materials into a system that places at its center the professional development of teachers and emphasizes the reflective and critical practice of teaching physical education. (Author)

ED 319 688 SP 032 210

Rivera, Leonila; And Others
Multicultural Education for Educators.
PUB DATE- Mar 90
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cross Cultural Studies; Cultural Pluralism; *Ethnicity; Higher Education; Illustrations; *Multicultural Education; Preservice Teacher Education; *Teacher Behavior; *Textbook Bias; *Textbook Selection

The first section of this paper concerns definitions and concepts of multicultural education, multiculturalism, and the means of achieving cross-cultural functioning. Section 2 deals with the major objectives of multicultural education. These objectives are discussed in relation to the introduction of concepts of multicultural education into the curriculum for the preparation of educators. The third section focuses on strategies to help educators apply concepts of multicultural education in various areas within an educational milieu. Specifically, the strategies are textbook analysis and selection, and teacher behavior. Specific techniques for textbook and illustration analysis are included. (Author/JD)

ED 319 689 SP 032 225

Werner, Peter; Sweeting, Terry
Gymnastics in Schools.
PUB DATE- 88
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Gymnastics; *Physical Education; *Program Development; Psychomotor Skills; *Skill Development

Historically, gymnastics has held a place in school curriculums based on its contribution toward physical well being. Over the last several decades gymnastics has been presented as a dichotomy between Olympic gymnastics and educational gymnastics. Unlike the games program which may encompass upwards of 65 percent of the time alloted to physical education, gymnastics instruction is on the decline. In an effort to return gymnastics to its rightful place in the curriculum, a program called "Gymnastics in Schools" will be presented. It is based on the work of John Wright and Bob Smith, gymnastics specialists from England. "Gymnastics in Schools" emphasizes the development of body management skills for all levels of ability. The three main movement themes are travelling, statics, and rotation. The work of Laban is critical to the expansion of gymnastics theses because body, space, effort quality, and relationships concepts are included as process variables. The intent of this paper is to present a brief background and theory of gymnastics in schools and to provide suggestions for developing a gymnastics unit based upon this approach. (JD)

ED 319 690 SP 032 264

Mullinax, Jane P.
Key Concepts of Curriculum: Toward Identifying a Field.

PUB DATE- Apr 90
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; *Curriculum; *Curriculum Development; Curriculum Evaluation; *Curriculum Research; Elementary Secondary Education; Intellectual Disciplines

The boundaries of the curriculum field are often confused with those of other fields in education. This paper proposes 10 recurring themes, called key concepts, that are unique to the curriculum field. The key concepts, identified from select curriculum textbooks, delineate the field's content, establish its boundaries, and permit a greater understanding of its historical and contemporary significance. The 10 key concepts identified are: (1) sectarianism, (2) definition, (3) organization, (4) curriculum planning processes, (5) curriculum planning personnel, (6) intention, (7) selection, (8) sequence, (9) evaluation, and (10) purpose of education. These key concepts provide boundaries for the curriculum field and eliminate extraneous content from it. (JD)

ED 319 691 SP 032 268

Didham, Cheryl K.
Equal Opportunity in the Classroom--Making Teachers Aware.
PUB DATE- Feb 90
NOTE- 17p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Las Vegas, NV, February 5-8, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Higher Education; Preservice Teacher Education; *Research Utilization; Self Fulfilling Prophecies; Social Bias; *Student Characteristics; *Teacher Attitudes; *Teacher Behavior; *Teacher Expectations of Students; *Teacher Student Relationship

This paper examines the research and literature on teacher expectations since the Pygmalion study by Rosenthal and Jacobson. Included in the bibliography is research on race, gender, nonverbal behavior and socioeconomic status as it pertains to expectancies. The paper demonstrates how this information can and should be incorporated in the education courses prior to student teaching. New textbooks include sections on expectation research, and students can further their understanding by completing directed observations while in their field sites. It is pointed out that while teachers are generally correct in their judgments of what each child needs, unconscious biases or treatment of particular children can lead to self-fulfilling prophecy. An observation form is attached which was developed for an early field experience class and which allows the student to record observations of teacher behavior and bias. (JD)

ED 319 692 SP 032 270

Schmidt, Linda J.; Jacobson, Michael H.
Pupil Control in the School Climate.
PUB DATE- Jan 90
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Authoritarianism; *Discipline; *Educational Environment; Elementary Secondary Education; *Humanistic Education; *Institutional Characteristics; *Self Concept; Student Behavior; Student Characteristics; Teacher Attitudes; Teacher Behavior; Teacher Student Relationship

Pupil control (discipline) takes on different forms in different schools, and among different teachers in the same school. Pupil control has been described as existing along a continuum from humanistic to custodial. The prototype of the custodial orientation is the school that provides a rigid and highly controlled setting concerned primarily with the maintenance of order. The humanistic orientation, on the other hand, conceives of the school as an educational community in which the students learn through cooperative interaction and experience. Research studies have found that teacher-pupil control ideology is an accurate predictor of the tone or climate of the school. Humanism in teacher-pupil control ideology has been found to be significantly related to a desirable school climate, while schools with a custodial orientation have been found to have teachers with low morale and low job and social needs satisfaction. It has also been found that the more custodial the orientation of the school, the lower the students' self-concept as learners. Besides pupil control ideology and pupil control behavior, two related school climate constructs are considered: open-closed and environmental robustness. (JD)

ED 319 693   SP 032 271

Adler, Susan A.
The Reflective Practitioner and the Curriculum of Teacher Education.
PUB DATE- Feb 90
NOTE- 29p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Las Vegas, NV, February 5-8, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Style; *Conceptual Tempo; *Critical Thinking; *Decision Making; Higher Education; *Inquiry; Preservice Teacher Education; Problem Solving; *Teacher Education Curriculum; Teaching Methods; Thinking Skills
IDENTIFIERS- Reflective Teaching

In this paper three different meanings ascribed to reflective teaching are examined. The first, Cruikshank's Reflective Teaching Model, sees reflective teaching as the ability to analyze one's own teaching practices. Schon's "Reflection in Action," on the other hand, argues that the professional practitioner is one who can think while acting and thus respond to the uncertainty, uniqueness, and conflict involved in the situations in which professionals practice. The third perspective toward reflective teacher education, the work of Zeichner, posits three levels of reflection: technical elements, situational and institutional contexts, and moral and ethical issues. The three models are described and compared, with references to other studies and theories on reflection. Teaching strategies intended to facilitate the development of reflection are discussed. These strategies are seen as ways to promote critical inquiry among preservice teachers. (JD)

ED 319 694 SP 032 272

Sparapani, Ervin; Nelson, David

A Survey of AASCU Institutions: Compliance with Selected NCATE Standards at the Advanced Level.

PUB DATE- 8 Feb 90
NOTE- 28p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Las Vegas, NV, February 5-8, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Admission Criteria; *Advanced Courses; Degree Requirements; Higher Education; *Institutional Characteristics; *Schools of Education; *Teacher Education Programs; *Teacher Qualifications; *Teaching Load

This report presents the results of a survey of advanced programs in teacher education at member institutions of the American Association of State Colleges and Universities (AASCU). It is the opinion of researchers that several of the NCATE criteria apply more appropriately to basic programs than to advanced, especially in the categories related to the world of practice, students, and faculty. The purpose of the research, therefore, is to assess AASCU institutions' compliance with selected NCATE criteria in categories II, III, and IV (World of Practice, Students, and Faculty) which relate to: (1) relationships with graduates, (2) admission, (3) monitoring progress, (4) completion of the program, (5) faculty qualifications and assignments, and (6) faculty load. Results show, primarily, that few institutions (10 percent) have first-year assistance programs in place at the master's level, many institutions (22 percent) do nothing at the master's level to attract minority candidates, and institutions with student populations of less than 10,000 appear to have a serious faculty load problem. (JD)

ED 319 695 SP 032 280

Firor, W. B.; And Others
Medicine and Physical Education: A Successful Education Experiment.
PUB DATE- 90
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cardiovascular System; *Exercise Physiology; Foreign Countries; *Heart Disorders; *Medical Education; Older Adults; *Physical Education; *Therapeutic Recreation

Since 1977, the Department of Medicine at the University of Saskatchewan, Canada, has participated in adult fitness and recreation instruction at the College of Education. The department has offered two programs for selected students: (1) a formal course and practicum in cardiac rehabilitation for selected students; and (2) a summer studentship in cardiac rehabilitation and exercise cardiology. A third program was initiated as part of the regular course in adult fitness. The current programs are detailed, and possible pitfalls are discussed. (JD)

ED 319 696 SP 032 283

Turkington, H. David
Application of Research to the Teaching of Basketball at the Elementary School Level.
PUB DATE- 90
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basketball; Body Height; Elementary Education; Elementary School Students; Mastery Learning; *Research Utilization; Teaching Methods; *Team Sports

This paper explores what has been reported by several researchers in an attempt to make recommendations on the most effective method of introducing basketball to elementary school age children. Based on this review the following observations are brought forward for consideration. Factors which significantly affected student success include: height of basket, proper instruction, leg power, grip strength, height of females, and the use of a mastery learning strategy. Factors which did not significantly affect success include size of ball and height of males. (Author)

ED 319 697 SP 032 286

Fullan, Michael G.; And Others
Teacher Education in Ontario: Current Practice and Options for the Future.
Ontario Dept. of Education, Toronto.; Ontario Ministry of Colleges and Universities, Toronto.
REPORT NO.- ISBN-0-7729-3784-2
PUB DATE- 90
NOTE- 126p.; Charts will not reproduce well due to small, filled type.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; Foreign Countries; Higher Education; *Inservice Teacher Education; *Lifelong Learning; *Policy Formation; *Preservice Teacher Education; *Professional Development
IDENTIFIERS- *Ontario

The first chapter of this report describes the events that led up to the report and the methodology used. Main pressures for educational reform in teacher education are identified both internationally and in Ontario. Chapter 2 offers a brief history of preservice teacher education as background to a description of present teacher education in Ontario, and presents a preliminary analysis of the major issues. Chapter 3 sets out a perspective for thinking about teacher education. The report's emphasis on inservice education is captured in a section on the importance and characteristics of schools as places of professional development. The final chapter sets forth proposals for change and provides an assessment of each recommendation made. A bibliography is appended and four charts, two figures, and four tables are included. (JD)

ED 319 698 SP 032 288

Rogers, John S.
Teacher Managed Staff Development.

PUB DATE- 16 Feb 90
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperation; *Group Discussion; Intermediate Grades; Junior High Schools; *Middle Schools; *Staff Development; Teacher Improvement; Teacher Motivation; *Teacher Participation

A staff development program has been organized and conducted by the teachers in a middle school. At a weekly early morning meeting, teachers come together to discuss a wide range of educational topics. Participation is voluntary. The program was created to promote staff involvement, collaboration, partnership, cooperation, interactive development, and teacher planning. (JD)

ED 319 699 SP 032 290

Schuler, Kenneth W.
An Essential Role of In-service Programs in Education: Empowerment and Participation.
PUB DATE- 19 Nov 89
NOTE- 9p.; Paper presented at the Annual "Showcase of Excellence in Staff Development" by the National Council of States on Inservice Education (San Antonio, TX, November 19, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advisory Committees; *Decision Making; Elementary Secondary Education; Governance; Inservice Teacher Education; *Participative Decision Making; Planning; *Policy Formation; Program Development; *Teacher Participation

Teacher empowerment means that teachers participate in policy decisions and have real decision-making responsibilities in the direction of their own professional activities. A description is given of an intensive 2-week, 5 hour per day instructional and workshop summer inservice program. The primary objective of this program was to develop an organizational framework for faculty involvement in developing a policy for a program for the gifted students of a small school district. The conceptual framework was designed as a hierarchical structure comprised of six working committees. While this appeared to be a normal administrative schema for decision making via a committee design, the structural and procedural format for the committees was unusual. A description is given of the structure and function of the six committees, how they arrived at recommendations for action, and how they interacted with each other. When this participatory organizational model was intact, the proposed gifted program was the topic of deliberation and debate of 95 percent of the faculty of that school district. (JD)

ED 319 700 SP 032 300

AIDS: What Young Adults Should Know. Instructor's Guide. Student Guide. Second Edition.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA.

REPORT NO.- ISBN-0-88314-406-9
PUB DATE- 89
NOTE- 111p.; For previous edition, see ED 290 714.
AVAILABLE FROM- AAHPERD Publications, P.O. Box 704, Waldorf, MD 20604.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Communicable Diseases; *Drug Abuse; Health Education; Health Promotion; Secondary Education; *Sexuality; Social Behavior

The student guide on the problem of Acquired Immune Deficiency Syndrome (AIDS) contains specific information on what AIDS is, the size of the problem, how it is transmitted, and how it can be prevented. The accompanying instructor's guide presents the goals of AIDS education and a five-session lesson plan. Learning opportunities are offered to reinforce the personal health behaviors and attitudes emphasized in the student guide. The instructor's guide also contains test questions, handouts, and student worksheets. (JD)

DOCUMENT RESUME

ED 319 701 SP 032 301

Clark, Jane E., Ed.
Abstracts of Research Papers 1990. Presented at the Annual Convention Consortium Meetings of the American Alliance for Health, Physical Education, Recreation and Dance (New Orleans, Louisiana, March 28-31, 1990).
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA.
REPORT NO.- ISBN-0-88314-479-4
PUB DATE- 90
NOTE- 355p.
AVAILABLE FROM- AAHPERD Publications, P.O. Box 704, Waldorf, MD 20604.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Proceedings (021)
DESCRIPTORS- Abstracts; Adapted Physical Education; Athletics; Biomechanics; *Dance; Drug Abuse; Exercise; Exercise Physiology; *Health; Perceptual Motor Learning; *Physical Education; Physical Fitness; Psychomotor Skills; *Recreation; Sport Psychology; Teaching Methods

The abstracts in this volume cover the following topics: (1) administration, (2) biomechanics, (3) body composition, (4) curriculum, (5) dance, (6) health, (7) history, (8) leisure, (9) measurement, (10) motor development, (11) motor learning and control, (12) pedagogy, (13) philosophy, (14) physical fitness, (15) physiology, (16) psychology, (17) sociology, and (18) special populations. The name and address of the presenter is included with each abstract. (JD)

ED 319 702 SP 032 302

Penner, Diane
Elder Fit. A Health and Fitness Guide for Older Adults.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA.
REPORT NO.- ISBN-0-88314-475-1
PUB DATE- 90
NOTE- 73p.
AVAILABLE FROM- American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) Publications, P.O. Box 704, Waldorf, MD 20604 ($13.95 plus shipping and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Exercise; Health Promotion; *Motivation Techniques; Movement Education; Nutrition Instruction; *Older Adults; *Physical Fitness; *Program Implementation

This guide is intended for use with the frail elderly, and as a start-off point for the well elderly who may not be engaged in an exercise program. Following a discussion on the values of an exercise program for older adults, suggestions are made for motivating participants to exercise. Precautions before, during, and after exercise are discussed. Implementing an elder fitness program is described, covering selecting the appropriate time and place, the equipment needed, and publicity. Detailed descriptions are given of eight fitness sessions. Walking as an adjunct to the elder fitness program is discussed. The appendices contain references for additional resources for the fitness program. (JD)

ED 319 703 SP 032 307

The National Board for Professional Teaching Standards. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 25 Jul 89

NOTE- 90p.; Serial No. 101-34.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Academic Standards; Elementary Secondary Education; Excellence in Education; *Federal Aid; *Financial Support; Hearings; Legislation; *Teacher Recruitment

IDENTIFIERS- Congress 101st; *National Board for Professional Teaching Standards

Testimony was presented at this hearing about the work of the National Board for Professional Teaching Standards and current legislative proposals to provide federal assistance for its efforts. Suggestions, comments, and concerns were offered by representatives of the education profession, members of Congress, educational associations, and the Secretary of the Department of Education. (JD)

ED 319 704 SP 032 309

Colleges and Universities: Teachers Prepared 1987-88.
Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Preservice Teacher Education; Schools of Education; State Surveys; *Teacher Certification; *Teacher Employment; Teacher Supply and Demand

This booklet presents findings from a survey of teacher preparation colleges and universities covering the years between 1978 and 1988. Information from the survey is provided in tabular form as follows: (1) teachers prepared by type; (2) teachers prepared by institutional category; (3) teachers prepared; (4) employment status of teachers prepared; (5) teachers prepared by area of certification; (6) employment status of teachers by type of preparation; (7) employment status of teachers prepared by area of certification; and (8) outlook of teacher demand in Pennsylvania. (JD)

ED 319 705 SP 032 311

Stahlhut, Richard G.; And Others

The Realities of Implementing a Partnership Program.

PUB DATE- Feb 90

NOTE- 10p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, March 28-31, 1990).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College School Cooperation; *Decision Making; Elementary Secondary Education; *Field Experience Programs; Higher Education; Preservice Teacher Education; *Program Administration; Student Teacher Supervisors; *Student Teaching; Teacher Education Programs

The University of Northern Iowa (UNI) has developed a regional partnership program. This collaborative partnership has reshaped the university's long established field experience program. This reshaping was designed to bring the College of Education into a new and expanded relationship with the school districts, schools, and individual educators throughout the state. Six regional centers are located across the state so that UNI can geographically touch all areas of the state. Each regional center includes a central office in a large school district which then serves as the administrative hub for reaching out to surrounding school districts. This system brings multiple school districts into the UNI network through the use of a decentralized field based decision-making process. The six regional centers serve as the administrative units for various field programs, allowing the university better to meet local and area needs. Also, the decision-making process is more closely aligned with the activities going on in the centers. (JD)

ED 319 706 SP 032 314

Beitel, Patricia A.; Mead, Barbara J.

Practical Research in Motor Development/Learning.

PUB DATE- 89
NOTE- 13p.; Paper presented at the Preconference Research Symposium of the Southern District of the American Alliance for Health, Physical Education, Recreation, and Dance (Little Rock, AR).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Child Development; Individual Differences; *Motor Development; *Perceptual Motor Learning; *Preschool Education; Psychomotor Skills; *Research Design; Research Needs; Theory Practice Relationship

A description is given of an ongoing collaborative research effort consisting of a series of studies with 3- to 5-year-old children, designed for the purpose of: (1) identifying factors contributing to motor learning/performance during the development years, i.e., psychological, sociological, and experiential variables; (2) determining the relationship between perceptual-motor attributes and acquisition of skill in perceptual-motor tasks with different environmental and movement demands; and (3) determining factors which help improve perceptual-motor attributes and/or facilitate skill acquisition. This examination of the learning/performance of "real world" perceptual-motor tasks is approached from the perspective of theory into practice, or the application of knowledge to useful ends. The ultimate goal of the study is to be able to test the 1- to 15-year longitudinal effects of: intervention techniques, methods of instruction, and a motor development program for children when these interventions are introduced to 3- to 5-year olds. A review of literature on research findings by motor development experts is presented, and a description is given of intended interventions and research methodology to be used. A bibliography is included. (JD)

ED 319 707 SP 032 318

Ryan, Patricia M.; Robinson, Karen S.
Enhancing Pre-Service Teachers' Contextual Understandings about Their Learners.
PUB DATE- Feb 90
NOTE- 17p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, March 28-31, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Experiential Learning; *Intercultural Communication; Preservice Teacher Education; *Student Characteristics; *Teacher Background; *Teacher Student Relationship; *Tutoring

This study documents the benefits of tutoring as a clinical experience for the prospective teacher. The program was developed to give the teacher candidates a perspective on the likelihood that they will encounter vast differences between their life experiences and those of their students. These differences may be racial, ethnic, and/or cultural. The major objective of the tutoring experience is to provide contextual understanding of the individual student. During the tutoring period, the preservice teacher engages in inquiry about the student who is being tutored, the student's social and cultural contexts, and the school context. The teachers seek to understand the student's perception of school, teachers, parents, and other students. They are encouraged to learn as much as possible from the students and to compare these learnings with their own life situations in a series of story telling protocols. Critical and reflective thinking about the contextual discrepancies between home and school is stimulated through seminar sessions, journal writings, and anecdotal records. (JD)

ED 319 708　　　　　　　　SP 032 322

Hughes, Andrew S.
Success for Every Child: The Teachers We Need for the 1990s and Beyond.
PUB DATE- Jan 90
NOTE- 34p.; Paper presented at the meetings of the Canadian Association of School Administrators (Halifax, Nova Scotia, January 28-31, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Responsibility; Curriculum Development; *Economic Factors; Foreign Countries; Futures (of Society); Government Role; *Politics of Education; Preservice Teacher Education; Secondary Education; *Teacher Effectiveness; Teacher Role; *Teacher Shortage

In addressing the future of schools and the qualities of good teachers for these schools, this paper first considers the social context for which the schools will be preparing students. A discussion of the elements within this context includes analyses of future economic factors, the need for enlightened citizens, and the educational context which includes both political and demographic factors. Consideration of the demographic factors brings up the point of the incipient teacher shortage in Canada and a discussion of what schools of education can and should or should not do in training future teachers. Dismissing the possibility of flooding the schools with inferior, hastily trained teachers, the point is made that educational technology opens possibilities for an innovative but smaller teaching force to educate and motivate students. The availability of excellent educational television hardware is pointed out as one means for supporting and enhancing the teacher's work. (JD)

ED 319 709 SP 032 323

Rancifer, Jesse L.
How the Principal Can Provide Instructional Leadership for the Reluctant Learner.
PUB DATE- 90
NOTE- 16p.; Paper presented at the Annual Spring Conference of Teacher Education (San Antonio, TX, March 31-April 3, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Educational Environment; Elementary Secondary Education; *Leadership Responsibility; Parent School Relationship; *Positive Reinforcement; *Principals; Recognition (Achievement); School Activities; Student Motivation

The principal, as an instructional leader of the school, should be certain that each reluctant learner is: (1) provided a school environment where students are rewarded often for their achievements and successes; (2) tangibly rewarded for academic achievement and appropriate behavior; (3) strengthened with strong ties between the home and the school by reaching out to the parents and the community; (4) recognized in assemblies, honor rolls and public lists for achievements; (5) engaged in relevant learning experiences; (6) required to know the expected behavior for achievement in the school; (7) required to do at least 30 minutes of homework per class daily; (8) provided an opportunity to participate in "course help sessions" conducted by teachers; (9) provided an opportunity for a "second chance" test when a test is failed; (10) given the opportunity to be caught doing something good and right; (11) involved in a school activity and some of its planning functions; and (12) provided a prevention of failure program in the first grade. (Author/JD)

ED 319 710 SP 032 324

Muskin, Carol
A Model of the Influences on Teacher Practice and Student Learning: Case Studies of Twelve Teachers Inform Preservice and Inservice Teacher Education.
PUB DATE- Feb 90
NOTE- 39p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, March 28-31, 1990). Filled type in document may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; College Bound Students; Critical Thinking; *Educational Objectives; High Schools; *Instructional Design; *Secondary School Teachers; Student Characteristics; Teacher Background; Teacher Behavior; *Teacher Effectiveness; *Teaching Methods; *Teaching Styles; Writing Skills

A model of the influences on teacher practice and student learning is formulated and illustrated by analyzing the practice of 12 high school history teachers in 6 schools. Since the data base contains both observations of 228 lessons, as well as extensive interviews with teachers and department chairs, it is possible to assess the opportunity for student learning presented by instruction, analyze the degree of consonance between teacher goals and practice, and investigate various explanations for differential opportunity to learn. Teachers at the three schools serving a higher proportion of college bound students were found to include critical thinking and writing skills among their goals, in contrast to the other teachers who focused more narrowly on content goals. The four teachers who appeared most successful at meeting their goals were found in the schools serving primarily college bound students. Differences in teacher practice are explained by school and individual level factors, including school resources, departmental leadership, and teacher content/pedagogic knowledge. Implications of the study for teacher education are discussed. (Author/JD)

ED 319 711 SP 032 327

Teachers on Television. Observing Teachers and Students in Diverse Classroom Settings through the Technology of Television.

Iowa State Univ. of Science and Technology, Ames. Coll. of Education.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 89
NOTE- 499p.; A 34-page final project report supported by (400) pages of miscellaneous appendixes frequently presents reproducibility problems (e.g., handwritten letters, newspaper clippings, etc.).
GRANT- G008541035
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Observation Techniques; *Closed Circuit Television; Educational Technology; Educational Television; Elementary Education; Experiential Learning; *Field Experience Programs; Higher Education; *Preservice Teacher Education; Program Development; *Telecourses
IDENTIFIERS- *Teachers on Television Project

Because most teacher preparation institutions have extensive needs for numerous field experiences, the Teachers on Television (TOT) project was first conceived to meet demands for observation opportunities through the use of television technology. The TOT project provided live direct observations via television broadcasts from classrooms located in five central Iowa public school districts. Twenty teachers, grades K-8, participated as broadcast teachers during the 3-year project. The remote control camera is operated by a faculty facilitator who helps to place the unedited observations into the perspective of the classroom proceedings. Begun in 1982, the project was expanded to include 20 classrooms from five school districts. Curriculum in the Department of Elementary Education at Iowa State University has been significantly modified to infuse observation experiences into preservice teacher preparation. A course manual focuses on observation of nine teaching behaviors; students observe TOT during an associated lab course, Strategies Practicum, for examples of these behaviors. A pre- and post-observation interview with each classroom teacher emphasizes teacher diversity and grade level content. (JD)

ED 319 712 SP 032 329

Fox, Connie
Basic Stuff--Ideas for Implementation.
PUB DATE- 29 Mar 90
NOTE- 12p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (New Orleans, LA, March 28-31, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Body Image; Elementary Secondary Education; Higher Education; *Kinesthetic Methods; *Kinesthetic Perception; Movement Education; *Perceptual Motor Learning; *Physical Education; Preservice Teacher Education; *Teacher Education Curriculum; Teaching Methods

Use of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) "Basic Stuff" (1981) series (which includes six texts explaining each concept and three texts illustrating their use in the elementary, middle, and secondary schools) is recommended for physical education teacher preparation programs. A study was undertaken to compare classes taught with a "Basic Stuff" approach to those taught with a traditional skill orientation. Two college beginning level volleyball classes and two high-ability swimming conditioning classes were taught, one class in each activity using "Basic Stuff" physiology and kinesiology, and one class in each activity using skill orientation. Following instruction, the "Basic Stuff" classes were found to have significantly more knowledge in skill analysis, movement analysis, technique, and strategy, and to have equal knowledge of rules compared to skill oriented classes. No significant difference was found between classes in skill development or in learning of a novel skill. However, a significant difference was found in a repeat test of the novel skill 2 days following exposure. (JD)

ED 319 713 SP 032 330

Fox, Connie

Strengthening Teacher Preparation for Motor Performance Skill Development--Motor Processes Approach.
PUB DATE- 30 Mar 90
NOTE- 20p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (New Orleans, LA, March 28-31, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Higher Education; Learning Processes; *Movement Education; Preservice Teacher Education; *Psychomotor Skills; *Skill Development; *Teacher Effectiveness; *Teaching Methods; Volleyball

In a study of beginning collegiate volleyball players, two classes were assigned to a traditional approach, and two to a Motor Processes Approach. Following 8 weeks of instruction, the Motor Processes classes were significantly better on the set, serve, and pass, and were more knowledgeable. Students indicated that they believed they learned equal amounts in each class, but there was a significant difference in their perceptions of the instructor's knowledge. Perhaps because the Motor Process instructor used individual learning tasks and asked more questions, the students believed that the instructor was not knowledgeable about volleyball. In a separate study of first and second graders learning to jump rope, to use an overhand throw, and to strike with a paddle, similar results were found. Students with Motor Process instruction acquired skills to a greater extent than did students with traditional instruction. The Motor Process group spent significantly more time on task and had a higher rate of repetition of skills. (JD)

ED 319 714 SP 032 331

Crilley, Gary; Hogg, Josie
Evaluating Recreation Programmes with Disabled Participants.
PUB DATE- 90
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Delivery Systems; *Disabilities; *Evaluation Criteria; Foreign Countries; Nursing Homes; Program Effectiveness; *Program Evaluation; *Recreational Programs; Therapeutic Recreation
IDENTIFIERS- *Australia

International sources suggest that Australian human service agencies must implement meaningful processes to meet increasing demands for accountability in service delivery. The development of adequate services for the disabled in Australia is influenced by the principles of normalization--the use of culturally valued means in order to enable, establish, and/or maintain valued social roles for people. It is appropriate, therefore, to evaluate client programs within a framework of these principles. This report outlines the instruments and methodology of a recent attempt to evaluate recreation programs in a large Australian nursing home and concludes with a need for caution on the application of universal evaluation instruments. (JD)

ED 319 715 SP 032 339

Korevaar, Gerda
Secondary School Teachers' Courses of Action in Relation to Experience and Sense of Self-Efficacy.
PUB DATE- Apr 90
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Foreign Countries; Secondary Education; Secondary School Teachers; *Self Efficacy; *Student Behavior; *Teacher Effectiveness; *Teacher Response; *Teaching Experience

This study describes and assesses the influence of experience and self-confidence on teachers' reactions to problematic situations. Participants in the study were 303 expert and 136 student teachers. Data were obtained by using the questionnaires, "Situations" and "Sense of Efficacy." As expected, student teachers and expert teachers with a high sense of self-efficacy produced more confrontive and fewer permissive reaction-intentions than did student and expert teachers with a low sense of self-efficacy. In contrast to other studies in this area, however, expert and student teachers show no differences in the number of produced reaction-units. Results are discussed in terms of their practical

implications for teacher training. (Author/JD)

ED 319 716 SP 032 340

Murray, Frank B.
The Components of the Knowledge Base of Teacher Education: Questions Teacher Educators Have To Answer.
PUB DATE- Apr 90
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Educational Objectives; Elementary Secondary Education; *Excellence in Education; General Education; Higher Education; Minority Group Teachers; Preservice Teacher Education; *Professional Recognition; *School Effectiveness; *Teacher Education Programs; Teacher Effectiveness
IDENTIFIERS- *Knowledge Base for Teaching

This discussion of the professionalization of teaching centers around areas of the teacher's work which are perceived as essential to the prospective teacher's education. The first of these is the arts and sciences component, in which prospective teachers acquire knowledge of the subject matter they will teach, and also a liberal education that will enable them to go beyond mere teaching techniques. The second is the pedagogical knowledge component in which the prospective teacher acquires a knowledge of teaching, educational research findings, and educational theory. The third is the clinical component, in which the prospective teacher practices and begins to master the teacher's art and craft. Descriptions are given of the reform efforts in each of these components. Among these efforts are: Project 30; the KBBT project of the American Association of Colleges for Teacher Education; and the Holmes Group which has published "Tomorrow's Schools." Discussion of the objectives of these efforts includes a brief review of their investigations of the problems of too few minority teachers, too few men, and too many academically untalented persons. (JD)

DOCUMENT RESUME

ED 319 717 SP 032 341

Tochon, Francois V.
Novice/Expert Teachers' Time Epistemology.
PUB DATE- Apr 90
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; Classroom Techniques; *Epistemology; *Instructional Effectiveness; *Planning; Secondary Education; Teacher Attitudes; *Teaching Experience; *Time Management; *Time Perspective

Twenty-three novice and 23 expert teachers were interviewed on their processing knowledge in relation to time and use of time. Three epistemological attitudes regarding time were used as categories for the analysis of the interviews: (1) time can be influenced; (2) time can be seen as a problem; and (3) time can modify teaching plans. When time is influenced, the teacher acts upon it; when time becomes a problem or when it modifies the teaching plan, the teacher passively submits to time. Analysis of the interviews indicates that the teacher's attitude toward time seems to vary according to individual profiles without being necessarily connected to experience or professional competency. However, the expert teacher was found to have greater facility in managing instructional time. In other words, expert teachers have a greater ability to improvise, modify the teaching plan, and use different rhythms as needed. Submission to time remains the most important feature for both novice and expert teachers. This finding indicates that set curricula and programs assume too much importance and are not based on teacher input about what can and cannot be accomplished in a given amount of time. Instructional design has forgotten the language of practice. Excerpts from some interviews are included. (AMH)

ED 319 718 SP 032 343

Lindsay, Jean S.
Toward a Model of Expert Teachers' Knowledge Structures: The Identification of Common Features across Studies.
PUB DATE- 90
NOTE- 37p.; Paper presented at the 1990 meeting of the Eastern Education Research Association.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; Cognitive Style; Elementary Education; Instructional Effectiveness; *Learning Strategies; *Schemata (Cognition); *Special Education Teachers; Teaching Experience; *Teaching Methods
This paper presents a case history of an experienced special education teacher for the purpose of describing the nature of the teacher's knowledge structures. Data were gathered from interviews, stimulated recall of videotapes, and descriptions of her classroom. Similarities were found between her knowledge structures and those of other expert teachers. Data from studies by cognitive psychologists have indicated that expertise is the product of interactions between knowledge structures and processing abilities. Descriptions are given of this teacher's community, school, classroom, and the teacher herself. The investigation found that this teacher, like other expert teachers, had a large repertoire of highly flexible routines that required little or no monitoring or explanation because the students were familiar with them. It was also found that the expert teacher's knowledge structures are highly contextual and tied both to tasks that must be accomplished and to the events of the particular classroom. Serious questions were raised by the study about the kinds of constraints that are placed on teachers, which may be more characteristic of special education classes than of regular classes. (JD)

ED 319 719 SP 032 344

Branch, Robert C.
Effects of Using Diagrams and Texts To Teach Verbal Chains: A

Comparison of Gender and College Major.
PUB DATE- Feb 90
NOTE- 14p.; Paper presented at the National Conference of the Eastern Educational Research Association (Clearwater, FL, February, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Diagrams; Graphic Arts; Higher Education; Instructional Materials; *Learning Processes; *Majors (Students); *Questioning Techniques; *Reading Comprehension; Sex Differences; Specialization; Student Reaction; *Teaching Methods

This study sought to determine if logical relationships that have been clearly established in textual terms can be presented equivalently in diagrams, and, if so, what the effect might be on student comprehension when diagram technology is employed together with instructive questions. Participants in the study were 129 college students randomly assigned to 1 of 4 treatment groups. The theses of the study were that flow diagrams are a more effective presentation type for cyclical information than texts, and that each presentation type, when used in conjuction with instructive questions, will enhance the learning of verbal chains. Evaluation of comprehension tests following different types of presentations and questioning techniques indicated that flow diagrams were more effective than texts in presenting this kind of information. Also, instructive questions did not enhance the learning effectiveness of the presentation type. No significant differences were found between males and females or between different college majors. Two tables and four figures are included. (JD)

ED 319 720 SP 032 345

Burgess, Sharon

Exercise Do's and Don'ts: Guidelines for Fitness Activities.

PUB DATE- Mar 90
NOTE- 7p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (New Orleans, LA, March 28-31, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Exercise; Exercise Physiology; *Injuries; *Physical Fitness; Sports Medicine; *Stress Variables

Many common exercises are contraindicated due to their potential for injury relative to benefit produced. Specific contraindicated exercises are discussed, and safer, more effective exercises are recommended. Current stretching and toning guidelines are also given which apply to all fitness activities. (Author)

ED 319 721 SP 032 354

Drummond, Robert J.; Stoddard, Ann H.

Work Values of Preservice and Inservice Teachers and Educators.

PUB DATE- Feb 90
NOTE- 10p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (Clearwater, FL, February 14-17, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Economic Factors; Job Satisfaction; *Personality Traits; Quality of Life; *Student Teacher Attitudes; *Teacher Attitudes; *Values; Vocational Education Teachers; *Work Attitudes

Different occupational groups tend to have different personality types and general value patterns but little empirical evidence is available on work values. This study compared the work values of different groups of preservice teachers with inservice teachers on two work values scales, the Work Values Inventory (WVI) and the Values Scale (VS). Eighty-seven preservice teachers and 44 classroom teachers responded to the WVI. A second group comprised of 105 vocational-technical adult education students and 59 elementary teachers responded to the VS. There was high agreement between the preservice and inservice teachers on altruism, achievement, way of life, and economic returns. There were differences in the degree of intensity of the responses between the two groups on some of the values scales which might indicate that values become more crystallized during teaching. Differences found between the adult vocational-technical students and elementary teachers appeared to exist because of different personality types. The study indicates that the validity of the VS rests on the fact that it gives a profile similar to the WVI and also differentiates between personality types. (JD)

ED 319 722 SP 032 356

Olsen, Karen D.
The Mentor Teacher Role: Owner's Manual. Fifth Edition.
REPORT NO.- ISBN-0-9624475-0-1
PUB DATE- 89
NOTE- 148p.
AVAILABLE FROM- Books for Educators, P.O. Box 20525, Village of Oak Creek, AZ 86341 ($17.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Elementary Secondary Education; Inservice Teacher Education; Interaction; *Interpersonal Relationship; *Mentors; Program Effectiveness; *Program Implementation; *Socialization; Teacher Role

This handbook for mentor teachers outlines the specifics of the California Mentor Teacher Program (including the actual legislation that created the program) and makes practical suggestions for defining and redefining the mentor role in order to make a long-term difference for students and teachers. Criteria for judging the effectiveness of a mentor program at both the district and mentor teacher levels provide a detailed description of what an effective mentor program looks like and how it functions. A discussion is included of how to design and conduct inservice sessions (group or one-to-one) which result in change in the classroom behavior of the trainees. A coaching model developed specifically for mentor teachers is also included. (JD)

ED 319 723 SP 032 361

Nutrition Learning Packages.
United Nations Children's Fund, Geneva (Switzerland).; World Health Organization, Geneva (Switzerland).
REPORT NO.- ISBN-92-4-154251-9
PUB DATE- 89

NOTE- 177p.; To be used in conjunction with ED 280 941.
AVAILABLE FROM- Distribution and Sales, World Health Organization, 1211 Geneva 27, Switzerland.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Health; Childhood Needs; *Community Health Services; Developing Nations; *Disease Control; Foreign Countries; *Health Promotion; Hygiene; *Nutrition

This book presents nine packages of learning materials for trainers to use in teaching community health workers to carry out the nutrition element of their jobs. Lessons are intended to help health workers acquire skill in presenting to communities the principles and practice of good nutrition. Responding to the most common causes of poor nutrition in developing countries, each learning package follows a problem oriented approach, featuring questions and answers, checklists, charts, games, stories, tests, and exercises designed to make learning a participatory experience. Each package focuses on a single topic, concentrating on helping trainees learn how to recognize and correct the causes of such common problems as nutrient deficiencies, deficiency induced diseases, malnourishment, poor childhood growth, and diarrhoeal diseases. (JD)

ED 319 724 SP 032 362

Coe, David E.

Toward Collegial Inquiry: Is There More to Clinical Supervision Than the Improvement of Practice?

PUB DATE- 18 Apr 90
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Rresented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; Case Studies; *Clinical Supervision (of Teachers); *Collegiality; Elementary Education; *Interprofessional Relationship; Professional Development; *Team Teaching

Written from the perspective of a participant, that is, the classroom teacher as novice supervisor, this paper presents, in case study form, a description of two cycles of clinical supervision involving teaching peers in an elementary school. The purposes of the paper are twofold. First, the paper explores, through illustrations from the case study, a number of themes germane to the doing of clinical supervision. Second, the paper demonstrates that there is more to clinical supervision than instrumental effectiveness. The improvement of practice, often espoused in the literature as the aim of any clinical supervision situation, becomes subordinate to unintended, yet ever developing and important outcomes, namely, a deeper mutual respect among participants and the enhanced self-understanding that is promoted by such a collaborative working relationship. Viewing clinical supervision as an instance of collaborative action research provides for the implications of collegial inquiry in a clinical supervision context to be more fully explored. (Author)

ED 319 725 SP 032 367

Villas, Paul
A Profile of Elder Abuse and Neglect in Tennessee.
PUB DATE- 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Blacks; Economically Disadvantaged; *Elder Abuse; *Females; *Older Adults; Parent Child Relationship; *Self Destructive Behavior; Whites
IDENTIFIERS- *Tennessee

A survey of 35 cases of reported abuse to individuals aged 60 and older in the state of Tennessee sought to determine demographic characteristics of the abused, perpetrators of elder abuse and neglect, types of abuse that occur, and any existence of relationships in elder abuse and neglect between urban and rural counties and eastern and western counties. It was found that the typical abused elder in Tennessee is a white female, 76 years old, living alone or with relatives, and obtaining most of her income from social security. A black female was found to have the same chance as a white female of being abused in western and urban counties. Neglect and self-neglect are the most common types of abuse with self-neglect the most common. (JD)

ED 319 726 SP 032 369

Ardell, Donald B.; Langdon, John G.
Wellness: The Body, Mind, and Spirit.
REPORT NO.- ISBN-0-8403-5341-3
PUB DATE- 89
NOTE- 291p.
AVAILABLE FROM- Kendall/Hunt Publishing Co., 2460 Kerper Boulevard, P.O. Box 539, Dubuque, Iowa 52004-0539 ($19.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Health Promotion; Individual Needs; Life Style; *Mental Health; Nutrition; *Physical Fitness; *Quality of Life; Stress Management; *Well Being
IDENTIFIERS- Spirituality; *Wellness

This book describes the "Wellness Institute," a program developed at the University of Central Florida. Materials from the program may enable instructors to utilize successful formats for testing, programming, management, promotion, and evaluation. The book addresses the dimensions of wellness: physical, mental, and spiritual. Some specific topics covered are: fitness, nutrition, stress management, time management, play, good humor, and personal life satisfaction. Learning objectives and discussion questions are presetnted at the beginning of each chapter. (JD)

ED 319 727 SP 032 371

Martin, David S.
Cognitive Education Bibliography.
PUB DATE- 29 Mar 90
NOTE- 43p.; For a related document, see ED 296 956.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Abstract Reasoning; Bibliographies; Cognitive Development; *Cognitive Processes; Comprehension; Concept Formation; *Critical Thinking; Elementary Secondary Education; Higher Education; Logical Thinking; *Thinking Skills

An extensive bibliography on teaching thinking skills is presented. This bibliography incorporates from an earlier one (1989) the available relevant references in the field of cognitive education as well as new references that have appeared since early 1989. This field of cognitive education is expanding at such a rapid rate that no bibliography can remain up-to-date; however, the intention of this document is to assist teachers, teacher educators, parents, students, and researchers interested in the subject of explicit teaching of thinking, to carry out their important work. (Author/JD)

ED 319 728 SP 032 374

Newmann, Fred M.; And Others
Staff Development for Higher Order Thinking: A Synthesis of Practical Wisdom.
National Center on Effective Secondary Schools, Madison, WI.; Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 26 Oct 88
NOTE- 26p.
GRANT- G-008690007
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Abstract Reasoning; *Cognitive Development; *Critical Thinking; Decision Making; Evaluative Thinking; *Problem Solving; *Staff Development; Teaching Methods; *Thinking Skills

Staff developers who have worked intensively with teachers to promote higher order thinking tend to emphasize similar types of training activities, especially involving teachers in higher order thinking and authentic problem solving in their subjects and translating ideas about the teaching of thinking into specific lessons for students. Developers stress the importance of teachers working with colleagues to formulate their own goals and strategies for thinking. But staff developers also perceive substantial barriers to progress, such as demands for curriculum and assessment that perpetuate lower order cognitive activity, and the lack of time and organizational support needed to develop conceptions of teaching more consistent with higher order thinking. Examples of two staff development programs are appended. (Author/JD)

ED 319 729 SP 032 375

Vickers, Joan N.
Instructional Design for Teaching Physical Activities: A Knowledge Structures Approach.
REPORT NO.- ISBN-0-87322-226-1
PUB DATE- 90
NOTE- 298p.
AVAILABLE FROM- Human Kinetics Publishers, Inc., Box 5076, Champaign, IL 61825-5076 ($35.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Athletic Coaches; *Athletics; *Curriculum Development; *Instructional Design; Learning Activities; *Physical Education Teachers; Skill Development; Teacher Education; Teacher Role; *Teaching Methods; Textbooks
IDENTIFIERS- *Knowledge Base for Teaching

This text uses the unique Knowledge Structures (KS) Model developed specifically for those who teach and coach complex physical skills. The KS Model provides the framework for constructing a sport-specific curriculum based on all of the pertinent information needed to perform a sport or activity. The model is cross-disciplinary, integrating information from disciplines such as biomechanics, kinesiology, exercise physiology, motor learning, sport psychology, cognitive psychology, and instructional design. Part one of this text describes the foundations and goals of the KS Model and why it is considered important for today's student teachers to apply this approach in their teaching. Part two explains the nature of the KS Model and elaborates on 10 guidelines for developing a specific knowledge structure. Part three is designed as a workbook and incorporates the instructional design questions and exercises. (JD)

ED 319 730 SP 032 376

Knight, Kenneth L.
Clinical Experiences in Athletic Training.
REPORT NO.- ISBN-0-87322-289-X
PUB DATE- 90
NOTE- 102p.
AVAILABLE FROM- Human Kinetics Publishers, Inc. Box 5076, Champaign, IL 61825-5076 ($16.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Athletic Coaches; *Athletics; Clinical Teaching (Health Professions); *Exercise Physiology; First Aid; Higher Education; *Injuries; *Medical Services; Physical Therapy; *Sports Medicine; Teaching Methods; Textbooks; Undergraduate Study

This book offers a systematic approach to teaching athletic training. Modules are separated into 10 content areas: direct clinical experience; policies and procedures; emergency procedures; modality operation; advanced modality operation; taping, wrapping, bracing, and padding; management of specific injuries; examination; supervision; and application to program. While the book does not teach students how to perform particular skills, it is a compatible supplemental text for any undergraduate athletic training program. (JD)

ED 319 731 SP 032 377

Enwonwu, Cyril O., Ed.
Impact of Nutrition on Health and Disease in Blacks and Other Minorities. Proceedings of the Meharry Medical College Annual Nutrition Workshop (1st, Nashville, Tennessee, October 28-30, 1987). Annual Nutrition Workshop Series, Volume 1.
Meharry Medical Coll., Nashville, Tenn.
PUB DATE- Oct 87
NOTE- 235p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Blacks; Cardiovascular System; Eating Habits; Genetics; Hypertension; *Medical Research; *Minority Groups; *Nutrition; Obesity; Sickle

Cell Anemia; Socioeconomic Status; *Special Health Problems

Participants in this workshop were scientists from various disciplines, including public health, oncology, nutrition, epidemiology, biochemistry, immunology, pharmacology, pediatrics, geriatric medicine, and the behavioral sciences. The workshop featured deliberations by medical experts on the dimensions and demographics of hunger in America. The deliberations included papers on nutrition throughout the human life-cycle, interface between dietary habits and some prevalent chronic health problems, nutrition and immunity with emphasis on protein-energy malnutrition, cancer and nutritional management of AIDS, the nutritional implications of sickle cell anemia, and local as well as international nutrition issues. This publication includes 18 papers presented at the workshop as well as discussions stimulated by the addresses. (JD)

ED 319 732 SP 032 407

James, Terry L.; And Others

Establishing Clinical Training Sites: Rationale, Benefits and Perspective.

PUB DATE- Feb 90
NOTE- 18p.; Paper presented at the Annual Meeting of the Association of Teacher Eduators (70th, Las Vegas, NV, February 5-8, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; Cooperating Teachers; Elementary Secondary Education; Higher Education; *Institutional Characteristics; Models; *Site Selection; Socioeconomic Status; Student Characteristics; *Student Placement; Student Teacher Supervisors; *Student Teaching; *Teaching Experience

Memphis State University has designed a model for improving the student teaching experience that utilizes selected public schools as clinical training sites. These sites differ in terms of community setting, socioeconomic characteristics of students, and grade levels taught. The sites provide an opportunity for student teachers to work in diverse settings. Six elementary schools chosen as clinical training sites represent urban and suburban systems. Two of the schools are racially balanced, located in middle-income areas, but also serving students from very low-income families. A third school is over 95 percent minority and located in a low middle-income residential area. The fourth is an inner city school, 100 percent minority, serving low-income students from public housing projects. One suburban school is located in an affluent community, and the second serves a community ranging from low-middle to upper-middle socioeconomic status. Many student teachers complete experiences in two sites. This paper discusses three areas of the initiative: the factors contributing to establishing these clinical training sites, observed trends and preliminary findings, and perspectives on the model. (JD)

ED 319 733 SP 032 409

Brophy, Jere; Alleman, Janet
Activities as Instructional Tools: A Framework for Analysis and Evaluation. Occasional Paper 132.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 90
NOTE- 42p.
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Assignments; *Behavioral Objectives; Course Organization; *Curriculum Development; Curriculum Evaluation; Elementary Secondary Education; *Instructional Design; *Learning Activities; Learning Strategies; Teaching Methods

Issues relating to the design, selection, and evaluation of learning activities have been relatively neglected in educational research and scholarship. This paper identified some fundamental questions in need of scholarly attention, reviews recent research findings, and then offers a conceptual analysis and a tentative list of principles that might be used as a tool for designing, selecting, or assessing activities. (Author)

DOCUMENT RESUME

ED 319 734 SP 032 412

Preparing Elementary Teachers for Florida's Classrooms.
Florida State Dept. of Education, Tallahassee. Education Standards Commission.
PUB DATE- Apr 90
NOTE- 90p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; Higher Education; Preservice Teacher Education; *Program Validation; *State Standards; *Teacher Certification; *Teacher Education Programs

This report documents the five recommendations made by the Florida Education Standards Commission relating to elementary teacher preparation. The recommendations are focused on teacher education program approval as well as on certification criteria. A review of preservice preparation of elementary teachers includes a survey of elementary principals in Florida regarding their perceptions of the preparation of elementary teachers, an analysis of randomly selected transcripts of individuals certified in elementary education in Florida, and a review of current preservice elementary education requirements. The five recommendations are: (1) the level for initial certification in elementary education should be K-6; (2) initial certification should be granted on the basis of graduation from a state approved elementary education program; (3) state developed preservice elementary program guidelines and indicators should serve as the state approval of elementary education programs; (4) an alternate teacher preparation program should be established; and (5) strong collaboration is needed between colleges, school districts, private institutions, and involved divisions of the Florida State Department of Education. Documentation is provided on the recommendations. (JD)

ED 319 735 SP 032 413

Rambert, L. Jill

The Impact of Historically Black Institutions on the Supply of Black Teachers.

Southern Regional Education Board, Atlanta, Ga.
PUB DATE- Oct 89
NOTE- 9p.; For related document, see SP 032 414.
AVAILABLE FROM- Southern Regional Education Board, 592 Tenth Street, N.W., Atlanta, Georgia 30318-5790.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Black Colleges; Black Students; *Black Teachers; College School Cooperation; Enrollment Trends; Higher Education; *Institutional Mission; *Preservice Teacher Education; *Student Recruitment; Teacher Recruitment; *Teacher Supply and Demand

One of the major roles of historically black colleges and universities was to train young blacks to become teachers in the segregated school systems of the United States. This report, the second in a series focusing on the supply of minority teachers, discusses: (1) the role historically black colleges and universities have played in meeting the need for minority teachers; (2) the reasons for the decline in the number of black students majoring in education; and (3) efforts historically black institutions have taken to thwart further declines. Recommendations to increase the number of minority teacher education students are made. (JD)

ED 319 736 SP 032 414

Triplett, Jill Rambert
Preparing More Minority Teachers: SREB States Take Action.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- Apr 90
NOTE- 9p.; For related document, see SP 032 413.
AVAILABLE FROM- Southern Regional Education Board, 592 Tenth Street, N.W., Atlanta, Georgia 30318-5790.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Black Teachers; Higher Education; High Schools; High School Students; Hispanic Americans; *Incentives; *Minority Group Teachers; *Teacher Education; *Teacher Recruitment; *Teaching (Occupation)

Most of the legislatures, colleges, and universities in the Southern Regional Education Board (SREB) states have implemented comprehensive programs designed to recruit, retain, and graduate more minorities in higher education, and to encourage minority students to select a career in teaching. This final report in a series of three publications describes initiatives in SREB states to increase the number of minority teachers. Suggested components for model programs are included. (JD)

ED 319 737 SP 032 415

Mentor Teacher Internship Program, 1988-89. Evaluation Section Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- Mar 90
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; *Beginning Teachers; Elementary Secondary Education; *Internship Programs; *Mentors; Peer Teaching; *Program Attitudes; *Program Effectiveness; *Program Evaluation; Teacher Attitudes; Tutoring
IDENTIFIERS- New York City Board of Education

The essential feature of the Mentor Teacher Internship Program in New York City is the creation of a supportive, nonevaluative context in which an experienced mentor-teacher provides peer coaching to uncertified teachers to improve their effectiveness and increase their retention rate. This report presents the evaluation of the program by the New York City Board of Education. Following a brief program overview, chapter 2 discusses program implementation, including staff development. Findings based on the initial set of mentor/intern surveys are discussed in chapter 3. The fourth chapter presents the results of site visits. In the fifth chapter, results of the second set of mentor/intern surveys are described, as well as the surveys conducted with others connected to the program. Throughout the report, special attention is given to comparing and contrasting the responses of those mentors (n=86) who took part in the state funded model with the considerably larger number (n=456) who participated in the tax levy model. Conclusions and recommendations are contained in the final chapter. A copy of the evaluation summary is attached. (JD)

ED 319 738 SP 032 416

Jacobs, George; Ilola, Lisa Marie
Disagreement Can Be Inviting: A Cooperative Learning Approach.
PUB DATE- Apr 90
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Conflict Resolution; *Controversial Issues (Course Content); *Cooperative Learning; Critical Thinking; *Dissent; Higher Education; *Interpersonal Communication; Preservice Teacher Education; Problem Solving

This paper presents a rationale for the compatibility of cooperative learning and invitational education. Invitational education focuses on how teachers can invite students to see themselves as able, valuable, and self-directing in an interactive group situation. Specifically, the rationale demonstrates how cooperatively structured disagreement can take place in an inviting manner. One method for structuring cooperative controversy is described and the findings from a limited research project on this method is summarized. A pilot study is reported in which college of education students participated in cooperative disagreement on a controversial topic in education. (JD)

ED 319 739 SP 032 422

Baker, Thomas E.
A Collaboratively Supervised Teaching Internship: Implications for Future Supervision.
PUB DATE- 3 Mar 90
NOTE- 33p.; Paper presented at the Annual Conference of the Association for Supervision and Curriculum Development (45th, San Antonio, TX, March 3, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Extended Teacher Education Programs; *Graduate Study; Higher Education; *Internship Programs; Program Design; *Teacher Education Programs
IDENTIFIERS- *Austin College TX

This paper describes the 5-year Austin Teacher Program (ATP) at Austin College with emphasis on the collaboratively supervised internship in the graduate year. Some results of a comprehensive survey of over 400 ATP graduates are discussed, as well as issues and needs in the supervision of interns, and implications for the future in the supervision of first-year teachers. The structure and philosophy of the ATP is compared to recent proposals for reform in teacher education. The undergraduate and graduate education curriculum is described, much of it newly revised as an outcome of the intensive program review and follow-up study initiated by the ATP faculty. Graduates of the ATP report a high degree of confidence in their preparation and see themselves as better prepared than their peers from four-year programs without internships, suggesting that the ATP's curriculum, with its sequence of field experiences and courses culminating in an internship, may enable its students to develop a greater sense of competence than would be possible in a traditional program. (Author)

ED 319 740 SP 032 425

Card, Jaclyn A.; Schweer, Jean M.
A Planned Recreation Intervention Program: Its Effect on Perceived Leisure Freedom of Mentally Ill Patients.

PUB DATE- 89
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Institutionalized Persons; *Intervention; Leisure Time; *Mental Disorders; Recreational Activities; *Therapeutic Recreation

This study sought to determine if a specific therapeutic recreation intervention had a positive impact on the perceived leisure freedom of institutionalized mental patients. The intervention was a Christmas program involving any patients who desired to perform. Seven subjects who comprised the experimental group volunteered to participate in the program and the study. The control group were seven patients who chose not to participate in the program but completed the survey instrument. Data from the study did not support the hypothesis that there would be a significant difference between participants and non-participants on perceived leisure freedom scores. However, comments from both staff and participants were encouraging. (JD)

ED 319 741 SP 032 426

Donnelly, Joseph E.
Living Anatomy. Second Edition.
REPORT NO.- ISBN-0-87322-290-3
PUB DATE- 90
NOTE- 231p.
AVAILABLE FROM- Human Kinetics Publishers, Inc., Box 5076, Champaign, IL 61825-5076 ($20.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Anatomy; Body Composition; Higher Education; *Human Body; *Muscular System; *Musculoskeletal System; *Physical Education; Teacher Education; Textbooks; Undergraduate Study

This book is a text intended for undergraduates who are preparing to be physical education teachers, coaches, or athletic directors. It presents a method of instruction that uses a partner system by which students locate anatomical structures in the illustrations and on their partners, and then learn the structures' functions by manipulating their partners' movements. The book is divided into six parts covering the following aspects of the topic: basic concepts; the upper extremity; the trunk, thorax, and abdomen; the lower extremity; internal anatomy; and the microanatomy of muscle contraction. (JD)

ED 319 742 SP 032 428

Summerfield, Liane
Adolescents and AIDS. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SP-8-89
PUB DATE- Jun 90
NOTE- 4p.
CONTRACT- RI88062015
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Adolescents; At Risk Persons; Communicable Diseases; Drug Abuse; Health Promotion; Sexuality; *Social Attitudes; *Special Health Problems
IDENTIFIERS- ERIC Digests

A brief overview is presented on the incidence of AIDS among the adolescent population. Some recommendations are included on promoting behavior change through educational intervention. References from the ERIC data base are included. (JD)

TM

ED 319 743 TM 014 430

Barnwell, David
Proficiency and the Schools.
PUB DATE- Apr 89
NOTE- 20p.; Paper presented at the Annual Meeting of the Central States Conference on the Teaching of Foreign Languages (Nashville, TN, April 13-15, 1989).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communicative Competence (Languages); Higher Education; High School Students; *Language Proficiency; Oral Language; Rating Scales; *School Role; Secondary Education; *Second Language Learning; *Test Use; Undergraduate Students
IDENTIFIERS- ACTFL Proficiency Guidelines; *Oral Proficiency Testing

The oral proficiency scale of the American Council on the Teaching of Foreign Language (ACTFL) and the Educational Testing Service is reviewed as an instrument for measuring the levels of language proficiency for college undergraduates and high school students. The scale is a modification of the U.S. Government's Foreign Service Institute Scale, and its suitability for use in the schools has not been established. It is not clear to what extent the scale's progression reflects cognitive growth. However, the scale has been endorsed as part of the movement toward oral proficiency testing in the schools, a movement encouraged by the "Guidelines" of the ACTFL. It is contended here that it would be premature to discard the proficiency test altogether, but further research into its applicability for school settings is necessary. The positive effects that the proficiency movement has had on teaching cannot be ignored, but there is no necessary link between: (1) use of the oral proficiency test and a focus on communicative language teaching; and (2) meaningful language use. A 41-item list of references is included. (SLD)

ED 319 744 TM 014 692

Ray, Brian D.
Social Capital, Value Consistency, and the Achievement Outcomes of Home Education.
PUB DATE- Apr 90
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Children; Elementary Secondary Education; *Home Schooling; *Nontraditional Education; *Outcomes of Education; Parents as Teachers; Parent Student Relationship;

Predictor Variables; *Reliability; Social Values; *Values
IDENTIFIERS- *Social Capital

Whether the constructs of value consistency and social capital can be used to explain the achievement outcomes of home education is explored. It is evident that children exposed to home schooling experience a high degree of value consistency. The values to which such children are exposed in education are those of their families. This would seem to encourage a high degree of social capital, a strong interest on the part of the parent in developing intensive and warm relations with the child. A hypothesis can be formed to suggest that high value consistency and social capital offset the disadvantages of the lack of a certified teacher and the physical capital offered by public and private schools. A review of research on home schooling indicates that children educated at home achieve at an above-average level. The concept of educational resource niche--a space derived from social capital, human capital, and physical capital--can be suggested as a predictor of achievement level for students in various types of educational environments. One figure illustrating the educational resource niche is included. There are 24 references. (SLD)

ED 319 745 TM 014 754

Rochlin, Joyce T.; Weislogel, Louis F.

Classroom Texts: An Investigation of the Correlative Features of Assigned Reading and Test Performance. Applied Educational Research and Evaluation.

PUB DATE- Feb 90

NOTE- 37p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- *Academic Achievement; Classroom Techniques; *College Students; Community Colleges; Comparative Testing; *Correlation; Evening Programs; Higher Education; Homework; *Individualized Reading; Outcomes of Education; Psychology; *Reading Assignments; Reading Materials; School Schedules; Scores; *Test Results

The correlative features of assigned reading and in-class performance were evaluated for 75 students enrolled in psychology classes in two community colleges in Maryland. Four tests and a final examination were used to measure in-class performance as a function of rates of reading and times of attendance. Control for content was attempted by assigning a different book to one of the classes. Times of attendance were varied to control for assumptions about the differences between students who attend daytime and those who attend evening classes. Based on these manipulations, no statistical differences were found between the students' reading and successful course outcomes; students were equally successful whether or not they read the assigned text. There were no differences in the performance of students in morning, afternoon, or evening classes. Suggestions for alternatives to assigned texts included selected materials and the self-motivated use of outside sources. Seven data tables and one figure are included. (Author/SLD)

ED 319 746 TM 014 805

Evaluation of North Carolina's School Career Development Pilot Program: A Report of an Outside Evaluation.

Research and Service Inst., Inc., Brentwood, TN.

SPONS. AGENCY- North Carolina State Joint Legislative Commission on Governmental Operations, Raleigh.
PUB DATE- 31 Dec 88
NOTE- 335p.; Shaded columns in statistical tables will reproduce poorly.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Development; Elementary Secondary Education; *Pilot Projects; Principals; *Program Evaluation; *State Programs; Surveys; *Teacher Attitudes; Teacher Education Programs; Teacher Improvement
IDENTIFIERS- External Evaluation; *North Carolina

In 1988, the Joint Legislative Commission on Governmental Operations commissioned an outside evaluation of the School Career Development Pilot Program initiated in 1985. The evaluator's major responsibilities were to assess the operation of the 15 pilot programs, and to make recommendations about the future of the Career Development Program (CDP). Six focuses of evaluative efforts were: (1) pilot site comparisons; (2) opinion surveys of personnel eligible for the CDP; (3) review of personnel evaluation records for over 300 teachers and principals; (4) assessment of progress in pilot sites compared to 15 matched non-program sites; (5) more than 300 interviews at the pilot sites; and (6) surveys of deans of colleges of education about the CDP. Overall, personnel eligible for the CDP had favorable attitudes, and most felt that teacher

performance had improved as a result of the CDP. Recommendations for program continuation and improvement are cited. Thirty-one data tables and eight figures are included. Appendices present: (1) survey instruments; (2) 36 tables of response information; (3) personnel evaluation records in 15 tables; and (4) principal and teacher responses. (SLD)

ED 319 747 TM 014 820

Ingels, Steven J.
Findings from the NELS:88 Base Year Student Survey.
National Opinion Research Center, Chicago, Ill.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 90
NOTE- 61p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990). NORC Project 4455.
CONTRACT- 300-86-0010
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aspiration; *Data Analysis; *Grade 8; Individual Development; Junior High Schools; Longitudinal Studies; National Surveys; Questionnaires; *Secondary School Students; Statistical Analysis; Student Development; *Trend Analysis
IDENTIFIERS- *National Education Longitudinal Study 1988; Student Surveys

The National Education Longitudinal Study of 1988 (NELS:88), a longitudinal study sponsored by the National Center for Education Statistics, provides trend data about transitions experienced as young people develop, attend school, and embark on careers. The study began with a national sample of about 26,000 eighth graders in 1988 and follows these students at 2-year intervals through high school and further. Findings of the base year are summarized, drawn from the descriptive summary "A Profile of the American Eighth Grader" by A. Hafner and others (1990). Characteristics of sample members, in-school and out-of-school experiences, and aspirations and choice behaviors are described. The paper is divided into three sections: (1) background on the study; (2) cross-sectional findings from the NELS:88 base year, with 24 tables and 16 graphs; and (3) issues for the next wave of data. Appendix 1 describes generating the sample; Appendix 2 gives a chart of key questionnaire items. (SLD)

ED 319 748   TM 014 832

Stevenson, Zollie, Jr.; And Others
The Reliability of Using a Focused-Holistic Scoring Approach To Measure Student Performance on a Geometry Proof.
PUB DATE- Apr 90
NOTE- 82p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Cost Effectiveness; Educational Assessment; *Geometry; High Schools; *High School Students; Holistic Evaluation; Mathematics Tests; Multiple Choice Tests; *Performance; *Proof (Mathematics); *Reliability; *Scoring; State Programs; Testing Programs
IDENTIFIERS- End of Course Testing Program; Final Examinations; North Carolina

During the Spring of 1989, the North Carolina Department of Public Instruction field-tested a geometry proof performance assessment as a component of the High School End-of-Course Testing Program (EoC). The existing geometry EoC test consisted only of multiple-choice items. The performance assessment was added to the multiple-choice component to form a more "authentic" assessment of student performance. Focus was on determining the reliability of the scoring process and the cost of adding a performance assessment to the existing geometry test. The sample for the proofs and the comprehensive geometry multiple-choice test was over 43,000 students, who comprised the entire statewide enrollment in North Carolina in geometry classes. The separate 32-item proofs field test was administered to 875 students. A high degree of consistency was found between the ratings assigned by two readers when perfect and adjacent agreement findings were analyzed. The estimated cost of conducting the performance assessment was 3.00 dollars per student (2.44 dollars for school year 1990). The educational significance of using this process for developing authentic assessment strategies is discussed. Eight tables contain study data. Appendices provide North Carolina geometry goals/objectives; rated samples of geometry proofs and the score scale; percentage of students receiving each score on the 1988-89 Geometry Proof Field Test; statistics for proof scores and grades and geometry proof focused-holistic score scale distribution; a summary of teacher assigned proof grades and geometry proof scores; sample school system disaggregate report; and teacher survey data. (SLD)

ED 319 749 TM 014 833

Xiao, Beiling
Dichotomous Search Strategies for Computerized Adaptive Testing.
PUB DATE- Apr 90
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability Identification; *Adaptive Testing; *Computer Assisted Testing; Equations (Mathematics); Estimation (Mathematics); *Mathematical Models; Maximum Likelihood Statistics; Monte Carlo Methods; Robustness (Statistics); *Scoring; *Search Strategies; Simulation; *Test Construction; Testing Problems; Test Items
IDENTIFIERS- Ability Estimates; *Dichotomous Search Strategies; Golden Section Search Strategies; One Parameter Model; Three Parameter Model

Dichotomous search strategies (DSSs) for computerized adaptive testing are similar to golden section search strategies (GSSSs). Each middle point of successive search regions is a testing point. After each item is administered, the subject's obtained score is compared with the expected score at successive testing points. If the subject's obtained score does not exceed a confidence interval of an expected score at a testing point, the subject's current ability estimate is assumed to be equal to that of the testing point. Otherwise, the upper or lower half of the search region is discarded and the process is continued until the test-taker's current ability estimate is determined and the next item is selected. Monte Carlo studies with 3,300 subjects in 33 ability levels using one-parameter and three-parameter models to compare the efficiency and accuracy of DSSs, GSSSs, and maximum likelihood estimate strategies (MLESs) indicated that all three measured well in the one-parameter situation, but that DSSs and GSSSs were more accurate and efficient than were MLESs for the three-parameter model. Both DSSs and GSSSs were more robust against guessing and simpler to operate than were MLESs. Twelve graphs illustrate the study. (Author/SLD)

DOCUMENT RESUME

ED 319 750 TM 014 836

Zeng, Lingjia; Bashaw, Wilbur L.
The Estimate of Difficulty and Dimensional Strengths of Test Items That Measure More Than One Ability.
PUB DATE- Apr 90
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability Identification; *Algorithms; Computer Simulation; *Difficulty Level; *Estimation (Mathematics); Item Response Theory; Maximum Likelihood Statistics; *Test Items
IDENTIFIERS- Ability Estimates; Dimensional Analysis

A joint maximum likelihood estimation algorithm, based on the partial compensatory multidimensional logistic model (PCML) proposed by L. Zeng (1989), is presented. The algorithm simultaneously estimates item difficulty parameters, the strength of each dimension, and individuals' abilities on each of the dimensions involved in arriving at a correct response to the items. A maximum number of iterations was set for each estimation phase. In the model, iterations in a phase continue until either convergence is obtained or the maximum number of iterations is reached. In one particular phase, either item or person parameters are estimated, with the other parameter fixed. Estimation stops when the improvements are less than the prior chosen critical values. A parallel processing program, written in FORTRAN, was developed. This program and the algorithm were evaluated with several simulated item response data sets. Comparison of the estimates and the true simulated parameters suggested that the estimation was very accurate. Four tables present data from the simulations. (SLD)

ED 319 751 TM 014 837

Matter, M. Kevin; Marostica, Ron

On the Twelfth Day of Testing My District Gave to Me a Useful Testing Strategy.

PUB DATE- Apr 90
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; Essay Tests; *Grade 8; Holistic Evaluation; Junior High Schools; *Junior High School Students; *Language Arts; Language Tests; School Districts; *Scoring; *Test Construction; Testing Programs; Writing Evaluation; *Writing Tests
IDENTIFIERS- *Cherry Creek Schools CO

The language arts assessment developed for use in grade 8 of the Cherry Creek Schools in Englewood (Colorado) is described. In 1988-89, the assessment in use was modified substantially to reflect a holistic approach through an assessment based entirely on a written product. Students are provided with multiple sessions in which to draft, edit/revise, and compose a final copy of their work. This approach reflects the real-life situation and the student's best level of performance. Production of the writing sample is integrated into a complete 3-week instructional unit. The process, which requires year-long teacher involvement, includes the following major components: (1) selection of the writing team; (2) creation of the assessment unit; (3) literature selection; (4) development of the scoring guide; (5) multiple student activities; (6) the writing assignment; (7) research and evaluation staff tasks; (8) training of scorers; (9) scoring of the papers; and (10) feedback. Only 16 of 1,827 papers in 1989-90 received a failing score. The format of the language arts assessment parallels the educational activities it purports to measure and provides the test taker with some useful knowledge in the process of taking the assessment. The instructional impact of this type of assessment is discussed. The assessment unit, with 16 attachments consisting of the instrumentation and scoring materials, is attached. (SLD)

ED 319 752 TM 014 838

Matter, M. Kevin; And Others
Relevant Writing Assessment: Instructionally-Sound Alternative

Testing.
Cherry Creek School District 5, Englewood, Colo.
PUB DATE- Apr 90
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Constructed Response; Educational Assessment; *Essay Tests; Evaluation Methods; *Grade 10; High Schools; *High School Students; *Language Arts; School Districts; *Scoring; Test Construction; Writing Achievement; Writing Evaluation; *Writing Tests
IDENTIFIERS- Cherry Creek Schools CO; Curriculum Based Assessment

The writing assessment used in grade 10 of the Cherry Creek, (Colorado) schools is described. Over the past 3 years, the focus of the assessment has changed from an assessment heavily weighted on multiple-choice items, with minimal constructed response tasks, to an assessment based entirely on a written product. Students are provided with multiple sessions to draft, revise, and edit; they must then compose a final copy of an essay. In this way, the level of performance reflects a real-life situation, in which one has a chance to revise work with less time constraints than are present in conventional writing assessments that force a student to complete an essay in one sitting. The grade 10 language arts assessment is a year-long process, with the following components: (1) development or redevelopment of the scoring guide; (2) selection of the scoring team; (2) selection of topics; (4) the student writing process; (5) research and evaluation by the staff; (6) training of scorers; (7) scoring of papers; (8) feedback to students; and (9) feedback from scorers to educators. Attachments include scoring guides, the assessment booklet, and other information related to scoring. (SLD)

ED 319 753 TM 014 841

Kleiner, Richard E.

Assessing the Holding Power and Attractiveness of a School System for At-Risk Students.

PUB DATE- Apr 90
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Assessment; *Educational Improvement; *Elementary School Students; Feedback; Field Tests; Grade 6; *High Risk Students; Intermediate Grades; *School Holding Power; Secondary School Students; *Student Attitudes; Student Role
IDENTIFIERS- Focus Group Assessment; Student Empowerment Report Card

It is argued in this paper that a truly holistic approach to school empowerment would legitimize the student as a stakeholder in the educational process. The initial field testing of two developmentally based student feedback mechanisms is described. Focus groups were used with sixth-grade students to assess the "goodness of fit" between students and their school experiences. Developmentally appropriate focus group questions were designed based on sixth-graders' ability to use active imagination. The responses of these urban students were remarkably similar to those given in interviews conducted with adult workers in large organizations about the quality of work life. Another student assessment feedback mechanism used was the Student Empowerment Report Card, based on motivational climate indicators. It was designed for use with high school students and collaborating adults. In interviews, individual students and adults were asked to grade their schools on specific indicators. This report card format has proven to be a consumer-sensitive school planning tool, linking specific assessment needs with prescriptive action plans. A chart showing the School System Empowerment Report Card is included. (SLD)

ED 319 754 TM 014 843

Olejnik, Stephen; Lee, JaeShin

Multiple Comparison Procedures when Population Variances Differ.

PUB DATE- Apr 90
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Comparative Analysis; *Research Methodology; *Statistical Analysis
IDENTIFIERS- *Multiple Comparisons; *Population Variances; Type I Errors; Variance (Statistical)

A review of the literature on multiple comparison procedures suggests several alternative approaches for comparing means when population variances differ. These include: (1) the approach of P. A. Games and J. F. Howell (1976); (2) C. W. Dunnett's C confidence interval (1980); and (3) Dunnett's T3 solution (1980). These procedures control the overall risk of a Type I error experimentwise at approximately the nominal significance level and have the best statistical power among alternative solutions. The two-stage multiple comparison procedures of Y. Hochberg and A. C. Tamhane (1987), and R. R. Wilcox (1987) are also discussed. These procedures and the Tukey-Kramer procedure were applied to data from a study of the effects of exercise on psychological and physiological variables with a total of 36 subjects. Textbooks and a sample of research studies were reviewed to determine the most frequently taught and used multiple comparison procedures. This review indicates that most applied researchers are not aware of the alternative solutions when variances differ. It is suggested that the Games-Howell procedure will provide a valid test for most purposes and should be included in statistical methods textbooks and classes. Four tables present data from the application and the reviews. (SLD)

ED 319 755   TM 014 854

Bonk, Curtis J.; Reynolds, Thomas H.

The Development of Children's Writing Awareness and Performance within a Generative/Evaluative Computerized Prompting Framework.

SPONS. AGENCY- American Psychological Association, Washington, D.C.; Wisconsin Alumni Research Foundation, Madison.
PUB DATE- Apr 90
NOTE- 69p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Development; Cognitive Development; Comparative Analysis; *Computer Assisted Instruction; *Cues; *Elementary School Students; Evaluation Methods; Grade 6; Grade 7; Grade 8; High Achievement; Instructional Effectiveness; Intermediate Grades; Junior High Schools; Low Achievement; Writing Improvement; *Writing Instruction; Writing Skills

The use of a generative and evaluative computerized prompting framework to improve the teaching of writing skills was studied with 164 children in grades 6, 7, and 8 with high or low writing skills, who were randomly assigned to control or treatment groups. The treatment group received computer prompts, think sheet scaffolds, and expert modeling of writing prompts. Dimensional and holistic assessment of written products, internalization of writing control strategies as measured by the Index of Writing Awareness (IWA) (an instrument developed to measure cognition about writing), open-ended questions, and a prompt sort task failed to show any advantage from treatment. Students' holistic scores were, however, significantly correlated with their awareness of writing skills. Keystroke analysis indicated that the availability of prompts seemed to lower the number of changes students made during the writing process. Differences in holistic performance, IWA performance, metacognitive guidance in writing, surface revisions, and repositioning within papers between grades 6 and 7 were not found between grades 7 and 8, suggesting that a developmental change had occurred between grades 6 and 7, and that procedural assistance may be most appropriate in grade 6. Nine tables present data from the study. A 52-item list of references and 7 appendices, including a proposed model of composition and the study instruments, are included. (SLD)

ED 319 756 TM 014 855

Hummel, Thomas J.
Computer Assisted Instruction for Teaching Measurement-Based Clinical Hypothesis Testing.

PUB DATE- Apr 90
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Clinical Diagnosis; *Computer Assisted Instruction; Computer Software Evaluation; *Counselors; Counselor Training; Cutting Scores; *Decision Making; *Hypothesis Testing;

Postsecondary Education; Predictive Measurement; *Predictive Validity; Professional Education; Statistical Inference; Student Attitudes; *Test Use
IDENTIFIERS- PASCAL Programing Language

A new computer-based approach for teaching counselors about predictive validity and how to use tests in clinical decision making was developed and tested. The approach is based on concepts similar to those used in inferential statistics, particularly statistical hypothesis testing. To implement this model, the counselor must: (1) determine the criterion variable and the rule for inclusion in the diagnostic category; (2) consider the consequences of misclassification; (3) set the maximum probability of misclassification allowable for any client; (4) compute a cutoff value on the predictor variable; (5) compare the client's score on the predictor variable to the cutoff value and make a decision; and, optionally, (6) determine long-run probabilities of true positives, false positives, true negatives, and false negatives that would result if the cutoff score was used over time with all clients. A computer program in PASCAL was written to teach this method. Students' opinions about the program were obtained from 26 counseling students. Students liked the program and found it helpful. Those who perceived themselves as relatively more able in statistics received the program more favorably than did those who saw themselves as less able. Five figures illustrate the study, and an appendix gives examples of student reactions. (SLD)

ED 319 757 TM 014 856

Vooijs, Marcel W.; van der Kamp, Leo J. Th.
Linear versus Nonlinear Analysis in the Measurement of Effects in a Quasi-Experimental Design.
PUB DATE- Apr 90
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Covariance; Comparative Analysis; *Correlation; Elementary Education; Elementary School Students; Foreign Countries; Models; Multivariate Analysis; Predictive Measurement; *Pretests Posttests; Program Effectiveness; *Quasiexperimental Design; *Research Design; Research Methodology

IDENTIFIERS- CANALS (Computer Program); *Linear Models; *Nonlinear Models

A two-stage procedure for the analysis of pretest-posttest data was developed and illustrated. Data were reanalyzed from a quasi-experimental evaluation that assessed the effects of an intervention program to teach elementary school children aged 10 to 12 years to watch violence on television more carefully/critically. The treatment group consisted of 221 children, and the control group included 216 children. Use of a non-linear canonical correlation analysis and the CANALS computer program transformed the pretests and posttests so that they became linearly interrelated, and possible deviations from the linear model due to non-linearity were minimized. In a second step, the resulting optimally scaled set of pretest and posttest measures was analyzed by multiple analysis of covariance (MANCOVA) to measure program effects. The variance accounted for by the MANCOVA model appeared to be increased substantially by better prediction of posttest scores, by better estimation of the effect of the treatment, or by both. The advantages of the two-stage procedure are discussed. Five tables and 16 graphs illustrate the study. An appendix provides additional data in tables. (Author/SLD)

ED 319 758 TM 014 867

Bodenhausen, Judith
Teacher Attitudes toward Peer Evaluation: What Shapes Them?
PUB DATE- Apr 90
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Peer Evaluation; School Districts; Teacher Administrator Relationship; *Teacher Attitudes; Teacher Evaluation; Unions
IDENTIFIERS- *California Federation of Teachers; *California Teachers Association

Teachers from six California school districts were interviewed about their attitudes regarding peer evaluation and the reasons behind those attitudes. Three of the districts were represented by a bargaining agent for the California Federation of Teachers (CFT) and three had California Teachers Association (CTA) representation. Chosen to represent a cross-section, 15 teachers from each district were interviewed; focus was on identifying teachers who might be expected to be active in their teacher unions and who might have influence on the views of their colleagues/peers. For each district and for each question from the semi-structured interview schedule, a mean response was computed. A mean for all districts and the standard deviation of those means were then calculated. The district means were tested for significance differences from that composite mean. Results indicate that: teachers would be more open to peer review if the structure of evaluation was changed from the present structure; teachers represented by the CTA tended to be more distrustful of administration; professionalism is a real interest of many teachers, particularly those not nearing retirement; and opposition to peer review is no longer the monolith of years past. In general, when teachers have no access to peer evaluation, they tend to be opposed to the idea. Interview questions are included. (TJH)

ED 319 759 TM 014 872

Mills, Geoffrey E.
Theory and Concepts in Qualitative Research: A Theory of Methodology in a Study of Directed Change.
PUB DATE- Apr 90
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Data Analysis; *Educational Change; Educational Theories; Elementary Secondary Education; Evaluation Methods; *Qualitative Research; Researchers; *Research Methodology; School Districts; Social Theories; *Theory Practice Relationship

The importance of theory in qualitative work is discussed through an examination of the search for theory that arose in relation to a case study of educational change in an American school district. Theory is defined as an analytical, interpretive framework to help the researcher make sense of what is going on in the social setting. Certain propositions may be described as "foreshadowed problems" (in contrast to "preconceived ideas") revealed through educational and cultural change literature. These propositions were the foundation of beliefs about educational change. The concepts of "process" and "function" as defined by R. K. Merton (1967) were essential to the study. The search for theory to support the multiple levels of change observed in the McKenzie school district is detailed. It is suggested that theory has the following roles in qualitative research: (1) identifying theoretical concerns about selectivity of data and implied theoretical biases; (2) helping the researcher acknowledge competing theories and the limitations of any singular perspective; (3) providing a framework for addressing a problem; (4) allowing the anticipation of problems and an initial analysis of a research problem; (5) allowing the study to search for increasing levels of abstraction to move beyond a purely descriptive account; (6) providing a means for judging qualitative research; and (7) promoting creativity through the search for a theory of best fit. (SLD)

ED 319 760 TM 014 941

Bolton, Dale L.
Conceptual Changes and Their Implications for Performance Assessment. Recent Developments in Methodology for Administrator Assessment Centers.

PUB DATE- 90
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Evaluation; Concept Formation; *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Evaluators; Instructional Leadership; *Performance; *Principals; School Administration; Scoring; *Simulation; Test Construction
IDENTIFIERS- *Performance Analysis

Theory and implications for methods of assessing administrative performance in simulated exercises are presented. The rationale is given for the following: (1) developing simulated exercises; (2) measuring behaviors exhibited during the exercises; (3) training evaluators; (4) combining information across exercises; and (5) storing and retrieving specific information on both dimensions and behavioral descriptors to facilitate research. Procedures developed by the Center for Assessment of Administrative Performance to assess and report on the abilities and skills of educational administrators are described. The procedures allow results to be used for diagnostic purposes as well as for selection. Exercises developed by the Center in 1986 and 1987 and field tested with 35 principals and interns included three exercises to assess specified characteristics, abilities, and skills of principals: instructional analysis; in-basket items; and case studies. In 1987 and 1988, three additional exercises were developed and similarly tested: conflict resolution; selection and interviewing; and leaderless group discussion. Current uses of the exercises involve having each participant respond to the six exercises over 2 days. Scoring requires 18 to 24 evaluators using developed scoring guides. Group and individual score reports can be generated, making a variety of comparisons possible. Three appendices provide information about the assessment instruments. (SLD)

ED 319 761 TM 014 942

Mildner, Telma
A Statewide Assessment and Evaluation of Fourth Grade Mathematics Delivery System.
Ministry of Education and Culture, Jerusalem (Israel). Israel Curriculum Center.

PUB DATE- 89
NOTE- 254p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Books (010) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountability; Achievement Tests; *Curriculum Evaluation; Educational Assessment; Educational Improvement; *Elementary School Mathematics; Feedback; Foreign Countries; *Grade 4; Intermediate Grades; Mathematics Curriculum; *Mathematics Education; *National Surveys; Program Evaluation; Student Attitudes; Teacher Attitudes; Teacher Evaluation; *Teaching Conditions
IDENTIFIERS- *Israel

The Israel Ministry of Education and Culture (Jerusalem) has attempted to establish a feedback system to provide information about the functioning of the educational system in Israel. Feasibility of such a system and ways to ensure its effectiveness were studied through an assessment of the teaching of mathematics in grade 4. Data were collected about teaching conditions and student achievement in a stratified probability sample of 99 schools. Teachers provided information about teaching conditions, and 2,843 students answered a questionnaire about studying mathematics and completed a 40-item achievement test. Individual and class statistics were derived and achievement profiles were portrayed. Teachers were given the information in an effort to improve their teaching. Data were also analyzed to describe three aspects of fourth-grade mathematics education: (1) intended curriculum, through analysis of the National Syllabus and widely used curricula; (2) implemented curriculum, through examination of salient components; and (3) attained curriculum, through assessment of achievement data. The methodology may provide an illustrative example for other countries interested in accountability. A 288-item list of references is included. Three appendices containing information on the tests and the study instruments in Hebrew are provided. (SLD)

ED 319 762 TM 014 946

Wheeler, Patricia

Assessment of Laboratory Skills of Science Teachers via a Multi-Methods Approach.

RMC Research Corp., Mountain View, Calif.
SPONS. AGENCY- California Commission of Teacher Credentialing, Sacramento.; California State Dept. of Education, Sacramento.
PUB DATE- Apr 90
NOTE- 19p.; Paper presented at the Annual Meetings of the American Educational Research Association (Boston, MA, April 16-20, 1990) and the National Council on Measurement in Education (Boston, MA, April 17-19, 1990).
CONTRACT- TCC-8030
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Elementary School Teachers; Elementary Secondary Education; Evaluators; Interviews; *Laboratory Procedures; Multitrait Multimethod Techniques; Performance; *Science Teachers; *Secondary School Teachers; State Programs; *Teacher Evaluation
IDENTIFIERS- *California

A science laboratory skills performance assessment for elementary and secondary school science teachers in California, using a multi-methods approach, is described. Seven domains of teacher performance identified included: pedagogy, content, materials and equipment, management, knowledge of students, climate, and communication. Within each domain, between two and nine elements/categories of performance were identified. For each element, indicators that describe specific teacher knowledge, skills, and behaviors were written for use in assessing performance. Student behaviors that reflect teacher performance in certain areas were included as part of some indicators. Domains, elements, and indicators are the basis of the assessment. The primary data collection method used was observation; other methods used include interviews and questionnaires. Selection and education of observers insures a contingent of experienced, well-trained evaluators. The 2-day training includes review of the evaluation technique; role play; and group review of procedures, guidelines, and videotapes of acceptable and unacceptable performance levels. Trainers assess each trainee on properly conducting a conference, using prompts and recording responses, recording evidence and notes properly for the observation, sorting the information by elements in a reasonable manner, making sound remarks and judgments based on the information, and filling in forms in a clear and complete manner. (TJH)

ED 319 763 TM 014 947

Gong, Brian; And Others
Current State Science Assessments: Is Something Better Than Nothing?
PUB DATE- 23 Apr 90
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; *Educational Change; Educational Improvement; Elementary Secondary Education; Middle Schools; Science Education; *Science Tests; Standardized Tests; State Departments of Education; *State Programs; State Standards; State Surveys; Surveys; *Testing Programs; Test Use
IDENTIFIERS- *American Association for Advancement of Science

Current science assessments in use in the states were studied, and the extent to which these assessments meet the goals of reform of science education specified by the American Association for the Advancement of Science (AAAS) was investigated. These goals were identified by the AAAS in "Project 2061: Science for All Americans?" Data were derived from surveys conducted by the Education Commission of the States (1987) and the U.S. Office of Technology Assessment (1987). Information was further gathered through telephone calls and a review of the instruments and supporting documents from the states. Commercial tests in use, particularly in middle schools, were examined. It was determined that state science assessments are not a driving force in directing the curriculum or instructional practice toward the goals of science education reform. State assessments varied so widely that their effects on a national science direction were questionable. The content of the assessments was generally not consistent with the AAAS reform goals, and the process aspects of the standardized tests were weak to non-existent. An appendix lists the states using standardized tests for science assessment and summarizes the information in a chart. (SLD)

DOCUMENT RESUME

ED 319 764 TM 014 948

Theall, Michael; And Others
Attributions or Retributions: Student Ratings and the Perceived Causes of Performance.
PUB DATE- Apr 90
NOTE- 69p.; Attachment B, 4 pages, contains scattered faint type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Attribution Theory; College Faculty; *College Students; Factor Analysis; Higher Education; *Influences; Locus of Control; *Performance; Predictor Variables; Psychological Characteristics; Questionnaires; Self Concept; *Self Evaluation (Individuals); Student Attitudes; Teacher Attitudes

The nature and extent of variations in student attributions about performance in their courses were studied, and the relationships between the attributions and responses on certain items of a student ratings questionnaire were determined. Causal or predictive relationships among these variables were also investigated. Data were collected using: (1) the Teacher-Course Evaluation Project questionnaire (TCEP) (described by M. Theall and others in 1987), with 47,732 respondents in 2,381 courses; (2) the Motivated Strategies for Learning Questionnaire of P. R. Pintrich et al. (1988); and (3) a self-evaluation questionnaire completed by faculty in from 352 to 1,200 classes. Attributions of performance were strongly related to expected grades as predicted by previous research and fluctuated with respect to other instructional variables in similar and predictable ways. Attributions of internally and externally oriented students were shown to be significantly different. Attributional (self-serving) bias was established, but found not to invalidate ratings. Attributions were shown to be effects and not causes. Faculty attributions also followed patterns suggested by previous literature. Ten tables presenting study data and six figures are included. Attachments provide the questionnaires and summaries of factor analyses of questionnaire data. A 52-item list of references is included. (SLD)

ED 319 765 TM 014 957

Warkentin, Robert W.; And Others
Using Hierarchical Models of Studying To Evaluate the Character of Students' Study Activities.
PUB DATE- Apr 90
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; Biology; Cognitive Processes; *Computer Assisted Testing; *Context Effect; High Schools; *High School Students; Microcomputers; Models; Skill Analysis; *Student Evaluation; *Study Skills; Test Construction; Test Validity; Time Management
IDENTIFIERS- *Hierarchical Analysis; *Student Activities Questionnaire

An instrument was developed to measure students' engagement in various classes of study activities within multiple study contexts. This instrument is to be used in a large, ongoing research project investigating the underpinnings of student study activities and effects on academic achievement. The computer-administered instrument used--the Study Activity Questionnaire (SAQ)--is based on hierarchical models of the cognitive processing and effort management activities involved in academic study. Item types associated with different levels and dimensions of cognitive and effort management hierarchies for routine study and test preparation study were constructed. The SAQ was administered, using a microcomputer, to 235 students enrolled in 14 general biology courses at 7 high schools in the San Francisco Bay area. Results provide insights into the amount of time students engaged in study, allocation of study time, types of activities performed, and focus of cognitive activities. Data concerning students' engagement in the hierarchical study activities are encouraging. The patterns of responses reported for the routine context and the test preparation context were similar. However, the small differences that were found may be important to the extent that students change the character of their study practices in response to specific contextual factors, goals, purposes, or demands. It appears that the design of the SAQ and the microcomputer administration procedure have a great deal of potential for assessment and diagnostics. Fifteen data tables, one figure, and four samples of computer screen text are provided. (TJH)

ED 319 766 TM 014 958

Essential Skills Reading Test Blueprint. (Fifth Edition).
Michigan State Dept. of Education, Lansing. Michigan Educational Assessment Program.
PUB DATE- Jul 89
NOTE- 84p.; Attachment 6d, the parent pamphlet (2 pages) will not reproduce legibly.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Elementary School Students; Elementary Secondary Education; Grade 4; Grade 7; Grade 10; Reading Achievement; Reading Skills; *Reading Tests; Scores; *Scoring; *Secondary School Students; State Programs; *Test Construction; Testing Programs; Test Results
IDENTIFIERS- *Essential Skills Reading Test; *Michigan Educational Assessment Program

Background information is provided about the Michigan Educational Assessment Program (MEAP) reading test, a test developed to meet the objectives specified by the State Board of Education in 1986. The revised test measures reading in a more interactive manner than did previous tests. The rationale of the test is presented, the revised reading objectives are described, and an overview and description of the Essential Skills Reading Test are included. The test was approved for administration to grades 4, 7, and 10 in the fall of 1989. Test items have been designed to measure students': (1) ability to construct meaning for selected texts; (2) knowledge about reading; and (3) attitudes and self-perceptions. Item construction and test administration are described and reporting of test results is reviewed. Samples of the stories used in grades 4 and 7 and the informational selections for grade 10 are provided. Test report forms are attached, and the item writers are listed. (SLD)

ED 319 767 TM 014 961

Heinrich, Vivian; And Others
A Spatial Visualization Test for Selecting Engineering Students.
PUB DATE- 88
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Admission Criteria; *College Entrance Examinations; Computer Assisted Testing; *Engineering Education; Engineering Graphics; Higher Education; *Multiple Choice Tests; Pattern Recognition; Scores; *Spatial Ability; Test Construction; *Test Validity; Undergraduate Students; *Visualization
IDENTIFIERS- ACT Assessment; Mental Rotation Tests; Scholastic Aptitude Test; *Spatial Tests

The validity of a spatial visualization test for selecting candidate engineering students was assessed. The test was administered to 300 out of the 318 students enrolled during the winter quarter of 1989 in the Engineering Graphics 110 course at a major state university. Developmental steps undertaken to enhance the theoretical basis and validity of a preliminary version of the test are reported. The 48-item multiple-choice test was developed based upon an analysis of mental processes used by engineering graphics experts. Two major skills, visual synthesis and decomposition, were identified. Within these major skills, four other skills were identified: pattern recognition, two-dimensional versus three-dimensional visualization, ability to move images mentally, and ability to perceive an object from another direction by an orientation or rotation method. Scoring of tests and report generation were handled on a microcomputer. Results of the test administration were correlated with Scholastic Aptitude Test (SAT) and American College Test (ACT) scores as well as with engineering graphics course examination scores. Results indicate that the new test is a better student selection device than are the currently used SAT and ACT scores. Two sample test items and one data table are included. (TJH)

ED 319 768 TM 014 962

Westfall, Philip Jean-Louis; D'Costa, Ayres G.
Improving Prediction by Correcting Test Scores for Person Disturbances Using the Rasch Model.
PUB DATE- 87
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classification; College Entrance Examinations; *Error of Measurement; French; Goodness of Fit; Item Response Theory; *Language Tests; Postsecondary Education; *Predictive Validity; *Scoring; Student Placement; Test Validity; *True Scores
IDENTIFIERS- Air Force Academy CO; *Person Fit Measures; Placement Tests; *Rasch Model

This study, based on the Rasch model, used R. M. Smith's (1986) classification of measurement disturbances to assess the Rasch model approach to error control and statistical prediction. Partitioning the error component into a person component, an item-person interaction component, and a random unexplained error component has the net effect of reducing the error variance and improving statistical prediction and classification efficiency. The specific goal of this study is to determine the possibility of using the Item and Person Analysis Rasch Model (IPARM) to correct a person's score to eliminate person disturbances. The United States Air Force Placement and Validation Examination was administered to 1,200 freshmen entering the Air Force Academy in Colorado Springs; the French language portion of the test was used. Test data were analyzed using IPARM to identify individual response disturbances and to estimate each person's true score. IPARM can assess item disturbances as well as person disturbances, but this study focused on the latter. Essentially, IPARM uses a person's total score to establish statistical expectancies for each item the individual attempted. Test result correlations with French grades and class rankings indicated that the IPARM-based corrections are useful for improvement of prediction and classification. (TJH)

ED 319 769 TM 014 966

Mason, John B.
Self-Directed Learning: A Deweyan Reconstruction.
PUB DATE- Apr 90
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Philosophy; Educational Psychology; Elementary Secondary Education; *Independent Study; Mentors; *Teacher Role; Teaching Methods
IDENTIFIERS- *Dewey (John)

Self-directed learning is reconceptualized in light of John Dewey's work. Although one would think that proponents of self-directed learning would turn to Dewey's philosophy of education to find support for the idea of self-directed learning, such is often not the case. Instead, advocates of self-directed learning frequently look to Carl Rogers and humanistic psychology. It is contended that a Deweyan analysis leads to a richer basis for advocating a form of self-directed learning that enhances learning but does not endorse the naive relativism frequently associated with self-directed learning. Rogers and others argue that learning must be personally appropriated by the learner. Dewey's theories support this contention, but recommend examining more critically the nature of the appropriation. The idea of direction is a key notion in Dewey's work. Genuine education, for Dewey, increases the capacity of the self to provide direction for subsequent education. As Dewey's criticism of the tendencies of progressive education elucidates, the teacher must initiate the process and provide guidance. Subsequently, learning becomes increasingly self-directed. The best way for the teacher to think of the educational process is as a shared experiencing in which the teacher functions as mentor and empowers the learner. Specific ideas applicable to teachers' practice are outlined. (Author/TJH)

ED 319 770   TM 014 968

Keefe, James W.; Languis, Marlin L.
Development of a New Simultaneous Processing Scale.
PUB DATE- 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Tests; Computer Assisted Testing; Elementary School Students; Elementary Secondary Education; Factor Analysis;

Graphic Arts; *Secondary School Students; *Test Construction; Test Reliability; *Visual Measures
IDENTIFIERS- Gestalt Psychology; Kaufman Assessment Battery for Children; *Learning Style Profile (NASSP); *Simultaneous Processing; Subtests

The Learning Style Profile (LSP), developed in four phases from the fall of 1983 to early 1986, identifies perceptual responses, cognitive skills, study preferences, and instructional preferences. This study assesses the LSP Simultaneous Processing Skill subscale, which is modeled after the work of the Russian neuropsychologist, A. R. Luria. Simultaneous processing is the integration of separate elements into a whole. Its essential characteristic is that an entire system is grasped at once. Initial development of the subscale involved selection of six gestalt closure items from a set of 50 developed by C. M. Mooney (1956). Various combinations of items in sets of six were administered to successive groups of elementary and secondary school students, and a subscale of five items was finally retained. In general, factor analysis demonstrated poor reliability, and the Mooney items were dropped. Thirteen new simultaneous subscale items were prepared from computer-generated abstract forms created on a five-pen, programmed plotter. Items were also adapted from three simultaneous subscales of the Kaufman Assessment Battery for Children to serve as a standard measures to evaluate the trial items. Factor analysis of results of administration of the subscale to 1,545 high school students indicated that the reliability and consistency of the subscale are excellent. Two sample test items and one data table are included. (TJH)

ED 319 771 TM 014 971

Hough, David; And Others
Cost-Effects Analysis of Year-Round Education Programs.
PUB DATE- Apr 90
NOTE- 52p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Budgets; Capital Outlay (for Fixed Assets); Comparative Analysis; Computer Uses in Education; *Cost Effectiveness;

Educational Finance; Elementary Secondary Education; Enrollment; Feasibility Studies; Mathematical Models; Operating Expenses; School Accounting; School Districts; *School District Spending; Spreadsheets; State Aid; *Year Round Schools
IDENTIFIERS- *California

This feasibility study was designed to gather and analyze data to determine the potential cost-effectiveness of year-round education (YRE) compared to traditional-schedule education in California. An expanded version of the Stanford Research Institute's cost model was used to fit a broad conceptualization that enabled school districts with differing accounting systems to follow a methodologically sound approach to costing a YRE program. Worksheets based on the model were input into a computer as a series of electronic spreadsheets. Six school districts in southern California piloted the model. Results indicate that the model worked and was adaptable to school districts' differing accounting systems, but that differences across school policies demanded redefinition of the original assumptions of the model. Pilot data enabled researchers to validate the cost model and to derive a set of normative scenario assumptions. The model covered capital, operations, transition costs, special revenue, total costs and savings, student enrollment, and per pupil costs and savings. Pilot data indicate that the school district always saved money by converting to YRE, whereas the state and taxpayer could either realize savings or costs. The key component appears to be operating expenses. A 40-item list of references, and various worksheets are appended. (TJH)

ED 319 772 TM 014 977

Tucker, Susan A.; Dempsey, John V.
An Evaluation Semiotic.
PUB DATE- Apr 90
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Evaluation Methods; International Programs; *Likert Scales; Models; Perception; *Program Evaluation; *Semiotics
IDENTIFIERS- Stakeholder Evaluation

The semiotic interpretative context is extended to program evaluation. Assumptions about the semiotic process of constructing, describing, and judging reality are examined in terms of the viability of the process in explicating a perception-based evaluation model. Models from which inspiration was drawn include R. W. Tyler's instructional objectives model; M. Provus' discrepancy model; the Context, Input, Process, and Product model; M. Scriven's Goal-Free model; and R. E. Stake's model of evaluation. Five core evaluation signs are analyzed in terms of a recently completed case study of perception-based evaluation of a cross-national cultural awareness training program funded by an international foundation. Finally, a semiotic analysis for evaluation studies is discussed in terms of 13 Likert-scaled polemics. It is concluded that evaluation should be approached as both a native undertaking and an alien undertaking, and from an insider viewpoint and a disciplined outsider perspective. What is needed is a paradigm that negotiates major questions openly with all participants, gathers quantitative and qualitative scores of evidence, and applies standards or value criteria that are neither elitist from the perspective of the evaluator nor captured by the tacit agendas of the stakeholders. Two tables and a 72-item list of references are included. (TJH)

ED 319 773 TM 014 980

Luh, Wei-Ming; Olejnik, Stephen
Two-Stage Sampling Procedures for Comparing Means When Population Distributions Are Non-Normal.
PUB DATE- Apr 90
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; Mathematical Models; Sample Size; *Sampling; *Statistical Distributions
IDENTIFIERS- *Nonnormal Distributions; Population Parameters; Power (Statistics); Type I Errors

Two-stage sampling procedures for comparing two population means when variances are heterogeneous have been developed by D. G. Chapman (1950) and B. K. Ghosh (1975). Both procedures assume sampling from populations that are normally distributed. The present study reports on the effect that sampling from non-normal distributions has on Type I error rates, statistical power, and sample size requirements. Four factors were manipulated in the simulation study: (1) distribution shape; (2) degree of variance heterogeneity; (3) initial sample size; and (4) difference in population means. For each condition, 1,000 replications were performed, and the frequency of rejecting the null hypothesis was recorded. The results indicate that Ghosh's procedure is less sensitive to non-normal distributions, but can be liberal when sampling from distributions that are skewed and have a small initial sample size. Average sample sizes needed remained constant across distribution shapes, but greater variability was found with heavy-tailed distributions. Moderate to large sample sizes at the first stage of sampling can reduce the overall total sample size needed and can minimize the inflated Type I error rate in situations where the sampled distributions are extremely non-normal. (Author/TJH)

ED 319 774 TM 014 987

Harwell, Michael R.; And Others
Summarizing Monte Carlo Results in Methodological Research: The Oneway Fixed-Effects ANOVA Case.
PUB DATE- Apr 90
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Variance; *Data Interpretation; Educational Research; *Meta Analysis; *Methods Research; *Monte Carlo Methods; Robustness (Statistics); Sample Size; Testing Problems
IDENTIFIERS- *F Test; *Type I Errors

Concern over the validity of statistical tests performed on data that may not satisfy underlying assumptions has prompted methodological researchers to perform Monte Carlo studies for frequently used tests. Unfortunately, these studies appear to have had little impact on methodological practice. One reason is the lack of an overarching framework to guide the interpretation of Monte Carlo studies for the same test. Another is the impressionistic nature of these studies, which can lead different readers to different conclusions. These shortcomings can be addressed using quantitative methods of research synthesis (e.g., meta-analysis) to summarize the results of Monte Carlo studies for a statistical test. In this paper, these methods are applied to a sample of Monte Carlo studies of the F-test in the oneway fixed-effects analysis of variance (ANOVA) model. The present analyses were based on Monte Carlo studies reported in 21 out of 30 journal articles. The results provide empirical support for the robustness of the Type I error rate of the F-test to certain assumption violations. However, the Type I error rate of the F-test was noticeably affected by unequal variances, even when sample sizes were equal. Recommendations for using this test when certain assumptions are violated are made. Four data tables and one bar graph are included. (Author/TJH)

ED 319 775 TM 014 988

Harwell, Michael R.
Summarizing Monte Carlo Results in Methodological Research.
PUB DATE- Apr 90
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Collection; *Data Interpretation; Educational Research; Mathematical Models; *Meta Analysis; *Methods Research; *Monte Carlo Methods; Psychological Studies
IDENTIFIERS- Power (Statistics); Type I Errors

Monte Carlo studies of statistical tests are prominently featured in the methodological research literature. Unfortunately, the information from these studies does not appear to have significantly influenced methodological practice in educational and psychological research. One reason is that Monte Carlo studies lack an overarching theory to guide their interpretation. Also, the impressionistic nature of Monte Carlo studies can lead different readers to different conclusions. These shortcomings can be addressed using meta-analytic methods to summarize the results of Monte Carlo studies. Summarizing Monte Carlo studies in this fashion will generate guidelines for the appropriate use of particular statistical tests under specific assumption violations, and will allow an evaluation of the validity of the statistical results of previously published studies. This paper provides a methodological framework for, and an example of, quantitatively summarizing empirical Type I error and power values from Monte Carlo studies. The four-step summarization strategy covers problem formulation, data collection, data evaluation, and data analysis and interpretation. The example of a quantitative summary involves seven Monte Carlo studies of the parametric Bartlett test of the quality of independent variances. (Author/TJH)

ED 319 776 TM 014 994

Baker, Herbert George; And Others
Measuring Task Proficiency with Tailored Response Testing.
PUB DATE- 90
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adaptive Testing; Evaluation Methods; *Fire Fighters; Job Performance; Job Skills; Military Personnel; Performance; Personnel Evaluation; *Simulation; *Test Format; *Videotape Cassettes; *Work Sample Tests
IDENTIFIERS- Navy; *Tailored Response Testing

Tailored Response Testing (TRT) is a new type of test that has demonstrated its applicability to the evaluation of human performance in a wide variety of occupations and work settings. The Navy is using TRT to measure the technical proficiency of job incumbents in three of its jobs. The methodology holds great promise for testing aboard ships as well as at shore installations since it requires only a testing space containing a videocassette recorder. It is particularly promising where paper-and-pencil tests lack sufficient fidelity relative to the actual job tasks, but where job sample testing is not feasible, too costly, or dangerous. Results of the application of TRT to the Navy's fire controlman job are presented. Subjects were 103 first-term fire control personnel, whose scores ranged from 76 to 161, with a mean of 136.886 and a standard deviation of 18.16. Additional comparisons of TRTs with hands-on tests are planned. One table and one bar graph are included. (Author/SLD)

ED 319 777 TM 014 995

Witt, Elizabeth A.; And Others
Recent Trends in Achievement Test Scores: Which Students Are Improving, and on What Levels of Skill Complexity?
PUB DATE- Apr 90
NOTE- 30p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 17-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Numerical/Quantitative Data (110)
DESCRIPTORS- *Achievement Tests; Comparative Testing; *Educational Trends; Elementary School Students; Elementary Secondary Education; Grade 3; Grade 7; Grade 11; *High Achievement; *Low Achievement; National Programs; *Scores; Secondary School Students; State Programs; Statistical Analysis; Testing Programs; Test Results; Trend Analysis
IDENTIFIERS- *Iowa; Iowa Tests of Basic Skills; Iowa Tests of Educational Development; National Assessment of Educational Progress

Recent trends in achievement test scores among elementary and secondary school students in Iowa are examined. Form 7 of the Iowa Tests of Basic Skills (ITBS) was used to measure the achievement of students in grades 3 and 7; and Form X-7 of the Iowa Tests of Educational Development (ITED) was used for 11th graders. These grade levels were chosen because they correspond most closely to the age groups for which the disturbing results were received from the National Assessment of Educational Progress (NAEP). ITBS scores of Iowa third and seventh graders in 1978-79 were compared with those of students in the same grades in 1984-85; ITED scores of 11th graders from 1979-80 and 1985-86 were likewise compared. At each grade level in each of the selected school years, data for over 5,000 students were analyzed. Findings of the study are somewhat at odds with those of the NAEP. Specifically, the Iowa study indicated that: (1) although increases in scores are generally greater for low-scoring students, high-scoring students in Iowa showed substantial improvements across the years; (2) no practical differences appeared in the changes in performance for higher-level versus lower-level skills; and (3) students' performance increased on all types of items. Discrepancies with the NAEP study may have resulted from typically higher achievement test scores by Iowa students, the general lack of uniformity of achievement score trends, and differences in data analysis. Twelve data tables are included. (TJH)

DOCUMENT RESUME

ED 319 778 TM 014 996

Lambert, Nadine M.
The Crisis in Measurement Literacy in Psychology and Education.
PUB DATE- Aug 89
NOTE- 16p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accreditation (Institutions); Curriculum Development; *Educational Researchers; *Measurement Techniques; National Programs; *Psychologists; *Psychometrics; Qualifications; Specialists; State Licensing Boards; *Statistical Analysis; Testing Programs; *Test Interpretation

Issues associated with the lack of statistical skills among educational and psychological researchers are discussed. Issues are associated with accreditation standards, faculty positions for psychometric specialists, measurement curricula, and licensing organizations. The Test User Qualification Working Group has produced a model test user qualification system to serve as a tool for identifying competent test users regardless of educational background or title. The group identified 86 generic subelements or knowledge, skills, abilities, and other characteristics relevant to preventing misuse of the more than 50 sample commercial tests used in a test user study. Eight empirically derived clusters of tests were also identified. Other suggested aids for improving measurement literacy address instruction; methods for assessing program compliance with accreditation rules; participation in national conferences on graduate and continuing education; integration of measurement instruction into proposals for reform in teacher education; review of the content of national examinations for practitioners; establishment of state guidelines for school testing specialists; and creation of fellowships, academic chairs, and prizes for promising measurement students. (TJH)

ED 319 779 TM 015 000

Scheuneman, Janice Dowd

Assessing the Utility of Item Response Theory Models: Differential Item Functioning.

PUB DATE- Apr 90
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 17-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chi Square; Error of Measurement; *Estimation (Mathematics); Goodness of Fit; *Item Bias; *Item Response Theory; Mathematical Models; Maximum Likelihood Statistics; Methods Research; Research Problems
IDENTIFIERS- Item Calibration; Item Characteristic Function

The current status of item response theory (IRT) is discussed. Several IRT methods exist for assessing whether an item is biased. Focus is on methods proposed by L. M. Rudner (1975), F. M. Lord (1977), D. Thissen et al. (1988) and R. L. Linn and D. Harnisch (1981). Rudner suggested a measure of the area lying between the two item characteristic curves (ICCs). Both signed and unsigned indices have been suggested, which may differ where the ICCs cross. Lord proposed asymptotic chi square tests for the equality of the "a" and "b" parameters as well as tests for each of these parameters separately. Thissen has more recently suggested a successive model fitting procedure where models to be tested can include those that constrain one or more of the three parameters for an item to be equal for two groups. The method developed by Linn and Harnisch calibrates the item only for the total group; the observed performance of the focal group is then compared to that expected from the IRT model. Issues raised by these methods are related to accuracy of item calibration, effects of estimation error, the problem of widely different ability distributions, goodness of fit, and problems associated with tests that are somewhat speeded or with data sets with many omits such as may occur on difficult tests under formula scoring instructions. Recent uses of parameter estimation methods based on marginal maximum likelihood methods using the BILOG program are discussed briefly. (TJH)

ED 319 780 TM 015 006

Nystrand, Martin; Gamoran, Adam
Instructional Discourse and Student Engagement.
National Center on Effective Secondary Schools, Madison, WI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 89
NOTE- 35p.
GRANT- G-008690007-89
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Classroom Techniques; Discourse Modes; Effective Schools Research; *Elementary School Students; English Literature; *Grade 8; *Instructional Effectiveness; Junior High Schools; Questioning Techniques; *Student Participation; Teacher Student Relationship; *Teaching Methods

This paper examines two kinds of student engagement: "procedural," which concerns classroom rules and regulations; and "substantive," which involves sustained commitment to the content and issues of academic study. It describes the manifestations of these two forms of engagement, explains how they relate differently to student outcomes, and offers some empirical propositions using data collected on literature instruction, collected during 1987-88 from 58 eighth-grade English classes (N=1,041 students). The results provide support for the following three hypotheses: (1) disengagement adversely affects achievement; (2) procedural engagement has an attenuated relationship to achievement because its observable indicators conflate procedural and substantive engagement; and (3) substantive engagement has a strong, positive effect on achievement. Features of substantively engaged instruction include authentic questions or questions that have no prespecified answers; uptake or the incorporation of previous answers into subsequent questions; and high-level teacher evaluation or teacher certification and incorporation of student responses in subsequent discussion. Each of these features is noteworthy because it involves reciprocal interaction and negotiation between students and teachers, which is said to be the hallmark of substantive engagement. (Author/TJH)

ED 319 781 TM 015 007

Webb, Noreen; And Others
Validity of Alternative Measurement Procedures for Assessing Mathematical Problem-Solving Processes and Performance.
Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 90
NOTE- 35p.
GRANT- OERI-G-86-0003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Algebra; Black Students; *Grade 11; High Schools; *High School Students; Hispanic Americans; Mathematical Applications; Mathematics Achievement; *Mathematics Tests; Multiple Choice Tests; *Problem Solving; Secondary School Mathematics; Secondary School Teachers; Summer Schools; Symbolic Learning; *Teaching Methods; Test Validity
IDENTIFIERS- Open Ended Questions

This study involving 29 students enrolled in an 8-week summer Algebra II class for minority students was undertaken to determine the relationship between the kinds of symbolic forms used in problem-solving instruction and students' problem-solving processes and performance. All subjects were Black or Hispanic and were about to enter grade 11. For problems involving solving simultaneous equations in two unknowns and distance-rate-time relationships, sets of problems were developed that varied in the symbolic form of the problem presented and of the response required. Approximately half of the problems were open-ended; the other half were multiple-choice. Data on teacher instructional methods came from the printed materials used by teachers, student notes, and interviews with teachers. Results indicate that: (1) sole use of conventional symbolic representations provides a limited picture of students' problem-solving abilities; (2) students' difficulties in translating symbolic representations can be understood by systematically varying the symbolic form of problem and response required; (3) using alternative symbolic forms of the required response may be a good means of measuring students' conceptual understanding of mathematics; and (4) types of translation between symbolic forms during instruction did not seem to play a major role. Two data tables and 11 sample test items are included. (TJH)

ED 319 782 TM 015 009

Wood, Peter H.; And Others
Grading and Evaluation Practices and Policies of School Teachers.
PUB DATE- Apr 90
NOTE- 58p.; Paper presented at a joint session of the Annual Meetings of the National Council on Measurement in Education (Boston, MA, April 17-19, 1990) and the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Elementary School Teachers; Elementary Secondary Education; Evaluation Methods; Formative Evaluation; *Grading; *Secondary School Teachers; *Student Evaluation; *Teacher Attitudes; Test Use
IDENTIFIERS- Ohio

To assess teachers' grading and other evaluation practices and policies in Ohio, a 79-item questionnaire was administered to 258 elementary and secondary school teachers, and 137 other teachers were interviewed by college students taking an educational assessment class. The typical teacher assigned term grades of "A" or "B" to 56% of their students, while assigning "F" grades to 5% of their students. Grades were based primarily on student achievement that was reflected in classwork or seatwork, completion questions, homework, and matching questions, in that order. The most frequently used assessment procedures were teacher observation, in-class work, oral questions, and homework. Oral questions, seatwork, completion questions, observation of effort, and problem questions were most valued as indicators of end-term achievement and as formative indicators of progress. Most subjects preferred administrator judgments to peer ratings or student ratings of their teaching effectiveness. Student ratings were slightly more acceptable to teachers of older students. The validity of teacher judgments of achievement remains an open question. Six data tables and a 38-item list of references are included. The teacher questionnaire is provided. (Author/TJH)

ED 319 783 TM 015 011

Bamburg, Jerry D.; Andrews, Richard L.
Instructional Leadership, School Goals, and Student Achievement: Exploring the Relationship between Means and Ends.
PUB DATE- Apr 90
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990). The survey instruments in appendix B will not reproduce well due to broken type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Administrator Attitudes; Administrator Education; *Administrator Role; Black Students; *Educational Objectives; Elementary Secondary Education; Inservice Education; *Instructional Leadership; *Principals; Recruitment; *School Effectiveness; White Students
IDENTIFIERS- California Achievement Tests

This study investigated the relationship of an organization's clear and focused mission and the role of the principal as a strong instructional leader to the academic achievement of students. Focus was on extending educators' understanding of the types of goals selected by instructionally effective schools and activities of principals in schools that were successful in promoting the academic achievement of students. The research, initiated in 1983 and completed in June 1986, used results of the California Achievement Test, school means on 18 goal statements generated as local school goals, and school mean scores on a questionnaire that assessed staff perceptions of the principal as a strong instructional leader. Of the original 67 schools involved, 32 had sufficient student achievement data to be included in the study. A total of 1,775 students, of which 712 were white and 597 were black, were included. Results of the study indicate that: (1) there must be fundamental changes in the preservice programs for prospective administrators; (2) candidate administrators must be recruited based on a commitment to the belief that "all children can learn"; (3) in-service programs must be developed by school districts and professional associations that will provide ongoing leadership training and support for practicing administrators; and (4) principals need to recognize the importance of their role as instructional leaders. Survey instruments are included. (TJH)

ED 319 784 TM 015 018

L'Hommedieu, Randi; And Others
Putting the "But" Back in Meta-Analysis: Issues Affecting the Validity of Quantitative Reviews.
PUB DATE- Apr 87
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Analysis; Literature Reviews; *Meta Analysis; *Research Methodology; Research Problems; Research Reports; *Statistical Analysis; *Validity

Some of the frustrations inherent in trying to incorporate qualifications of statistical results into meta-analysis are reviewed, and some solutions are proposed to prevent the loss of information in meta-analytic reports. The validity of a meta-analysis depends on several factors, including the: thoroughness of the literature search; selection of studies for inclusion; appropriate coding and analysis of studies; and report format selected. The solution proposed to the problem of methodological quality is to include all selected studies and report an average effect size for the aggregate. The report on the meta-analysis then should be a qualitative, discursive argument rather than a simple statistic. Proposals for putting the "but" back in meta-analysis are: (1) assure that it is not a substitute for qualitative review; (2) offer the reader information necessary to evaluate the validity of decisions made at the individual level; and (3) assure that qualifications of studies are not excluded from the analysis. A thorough quantitative review should include: a discursive review of each study; a report on how each effect size was calculated; the location of the summary statistics upon which each effect size was based; and a discussion of study limitations and the factors that affect validity of effect size. Suggestions are also given for appropriate reporting and avoiding publication bias. (SLD)

ED 319 785 TM 015 028

Gilchrist, William P.; Burry, Judith A.
A Study of the Performance of Hearing Impaired Children on the K-ABC.
PUB DATE- 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Children; Elementary Education; *Elementary School Students; *Hearing Impairments; *Intelligence Tests; *Nonverbal Tests; Test Reliability; *Test Validity
IDENTIFIERS- *Kaufman Assessment Battery for Children

To study the applicability of the Kaufman Assessment Battery for Children (K-ABC) for assessing hearing-impaired children, nine hearing-impaired children (ranging in age from 6 years 4 months to 11 years 10 months) were administered the battery. Hearing losses for the nine children ranged from moderate to profound. During the evaluation of seven of the nine children tested, a sign language translator was present. Results were analyzed in terms of subtest reliability and item characteristics; the results were then compared with the norming data. All subtests comprising the mental processing composite were administered with the exception of number recall. The sample obtained its lowest mean score on sequential and simultanous processing. Hearing-impaired children tended to perform well on the attention component of the spatial memory subtest. Results support the reliability of the Non-verbal Scale of the K-ABC for hearing-impaired children. Analysis of subtest items offers support for the validity of Non-verbal Scale subtests for this population. Additionally, it was found that the Gestalt Closure subtest of the Simultaneous Scale provided reliable and valid information for this sample. It appears that the use of a sign language translator would improve the process of test administration for this population. Nine data tables are included. (TJH)

ED 319 786 TM 015 038

Dixon, Donald A.
Organizational Culture and Correlates of Effectiveness in California's Dropout Prevention Programs.
PUB DATE- Apr 90
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Dropout Prevention; Economically Disadvantaged; *Educational Environment; High Risk Students; High Schools; *High School Students; Organizational Climate; *Program Effectiveness; Program Evaluation; Standardized Tests; *State Programs; Student Motivation
IDENTIFIERS- *California Local Educational Reform Network; *California State Bill 65

A preliminary examination of two approaches adopted in California to address the high school dropout problem is presented. Focus is on comparing aggregate impacts of State Bill (SB) 65 and of California Local Educational Reform Network (C-LERN) approaches to high school dropout reduction and prevention between 1985-86 and 1987-88. Four groups of California high schools are compared: schools that have received funding through the SB 65 Motivation and Maintenance program, schools that have contracted with Sage Analytics to become a part of the C-LERN process, a small group of schools that are both SB 65 and C-LERN schools, and a comparison group of schools that met the criteria for SB 65 participation but were not funded. All schools were among California's poorest, and consistently score poorly in terms of both standardized tests and rates at which students leave school. The high schools in which SB 65 programs operate average about 53% Hispanic, 15% Black, and 18% White students. C-LERN programs operate in high schools that average about 35% Hispanic, 39% Black, and 6% White students. Of note was the apparent failure of schools that have instituted both C-LERN and SB 65 programs. Nevertheless, either program, adopted without the other, seems to have different but essentially positive effects on school dropout rates. An explanation for this outcome lies in conflicting sets of assumptions each program makes about school culture and organization. Fifteen data tables are included. (TJH)

ED 319 787 TM 015 040

Marsh, Herbert W.; Byrne, Barbara M.
Do We See Ourselves as Others Infer: A Comparison of Self-Other Agreement on Multiple Dimensions of Self-Concept from Two Continents.

PUB DATE- 21 Feb 90
NOTE- 35p.; Filled print throughout; document will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Testing; Cross Cultural Studies; Factor Analysis; Foreign Countries; Higher Education; Multidimensional Scaling; Multitrait Multimethod Techniques; *Peer Evaluation; *Psychometrics; *Self Concept; Self Evaluation (Individuals); *Significant Others; *Undergraduate Students
IDENTIFIERS- Australia; Canada; Confirmatory Factor Analysis; *Self Description Questionnaire III

Self/other agreement between self-concept ratings by the individual and self-concepts inferred by significant others is of theoretical and practical importance, but the review by J. S. Shrauger and T. J. Schoeneman (1979) found no evidence for such agreement. In the present investigation, the Self Description Questionnaire III (SDQIII) was completed by 151 Australian and 941 Canadian university students and by significant others selected by students as the person in the world who knew them best. Self/other agreement on each of the 13 SDQIII scales was very high for Australians and Canadians. Guidelines for evaluating multitrait-multimethod (MTMM) data and a confirmatory factor analysis (CFA) approach strongly support convergent and discriminant validity. An important new extension of the MTMM CFA approach to multistudy data showed that all parameter estimates were reasonably invariant (i.e., equal) for Australians and Canadians. This self/other agreement is much higher than found elsewhere and its replication across two continents dramatically refutes the Shrauger and Schoeneman conclusion. Critical features leading to this high self/other agreement appear to be the use of older subjects, multiple dimensions of self-concept based on instruments with strong psychometric properties, and significant others who know the subject very well. A 47-item list of references is included. Seven data tables and a list of means, standard deviations, and correlations among 26 study variables are provided. (TJH)

ED 319 788 TM 015 041

Marsh, Herbert W.; Hocevar, Dennis
The Multidimensionality of Students' Evaluations of Teaching Effectiveness: The Generality of Factor Structures across Academic Discipline, Instructor Level, and Course Level.
PUB DATE- 15 Jan 90
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Curriculum; *College Faculty; *Factor Structure; *Graduate Students; Higher Education; Multidimensional Scaling; *Student Evaluation of Teacher Performance; *Teacher Effectiveness; Teaching Assistants; *Undergraduate Students
IDENTIFIERS- *Student Evaluation of Educational Quality; University of Southern California

Factor analyses of student evaluations of teaching effectiveness were conducted for 24,158 courses at the University of Southern California and for each of 21 different subgroups derived from the total group. All classes evaluated by six or more students were included in the study. The subgroups were designed to differ in terms of instructor level (teaching assistants or regular faculty), course level (undergraduate or graduate), and academic discipline. The same 9 factors that the Student Evaluation of Educational Quality instrument was designed to measure were consistently identified in each of the 22 different factor analyses, and all factor structures were remarkably well-defined and consistent. Correlations between factor scores based on the total group factor analysis and the 21 subgroup factor analyses were very high, and most were greater than 0.99. Because of the large number and diversity of classes in this study, the results provide stronger support for the generality of the factor structure underlying students' evaluations of teaching effectiveness than does any previous research. Five data tables are included. (TJH)

ED 319 789 TM 015 044

Marsh, Herbert W.; And Others
Self-Concepts of Young Children Aged 5 to 8: Their Measurement and Multidimensional Structure.
PUB DATE- 20 Mar 90
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Development; Comparative Testing; *Factor Structure; Foreign Countries; Goodness of Fit; Grade 1; Grade 2;

*Interviews; Kindergarten Children; *Multidimensional Scaling; Primary Education; *Self Concept Measures; *Young Children
IDENTIFIERS- Australia; Confirmatory Factor Analysis; *Self Description Questionnaire

The purposes of the present investigation are to evaluate a new, adaptive procedure for assessing multiple dimensions of self-concept for children younger than 8 years and to examine related theoretical issues. The multidimensional, hierarchical structure of self-concept is well established for older children, but there is a paucity of research and appropriate instruments for very young children. A limited amount of research suggests that self-concept is poorly differentiated and that a general self-concept may not even exist. A sample of 501 students in kindergarten and first and second grades in Sydney (Australia) completed a variation of the Self-Description Questionnaire I (SDQI) using a new individual interview technique. At each grade level, confirmatory factor analyses identified all eight SDQI scales, including the general self-concept scale. With increasing age, the fit of the eight-factor model improved, and the size of correlations among the eight SDQI scales decreased, implying that self-concept becomes more differentiated with age. The results demonstrate that appropriately measured self-concepts are much better differentiated for very young children than previously assumed. A 55-item list of references and seven data tables are included. (Author/TJH)

ED 319 790 TM 015 051

Lai, Morris K.; And Others
Reading and Written Expression Performance of Ten Asian/Pacific-Islander Ethnic Groups on the Eighth Grade California Assessment Program.
PUB DATE- Apr 90
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Asian Americans; Comparative Testing; Elementary Education; English; *Ethnic Groups; Filipino Americans; *Grade 8; Homework; Junior High Schools; *Junior High School Students; Language Fluency; Pacific Americans; Parent Background; Parent

Education; *Reading Achievement; State Programs; *Student Characteristics; Testing Programs; Time Factors (Learning); *Writing Achievement
IDENTIFIERS- *California Assessment Program

For the first time, Asian and Pacific-Islander (API) eighth-grade students taking part in the California Assessment Program (CAP) were identified as belonging to one of the following 10 API ethnic groups: Asian-Indian, Cambodian, Chinese, Filipino, Hmong, Japanese, Korean, Laotian, Pacific-Islander, and Vietnamese. In school districts associated with Fresno, Los Angeles, San Francisco, Sacramento, San Diego, and San Jose Unified School Districts, 7,475 students classified themselves as Asian, Pacific Islander, or Filipino. However, because only 5,821 of these students further classified themselves into one of the 10 aforementioned API subgroups, all analyses are based on the latter sample. Strong relationships were found between performance on the CAP reading and written expression subtests and the following set of variables: (1) the generation in the United States to which they belong; (2) parents' education; (3) English fluency; and (4) hours spent on homework. Even when these variables were taken into account, there remained several large differences among and within ethnic groups on their performance in the different skill areas on the test. Results indicate that California API eighth graders are extremely diverse in their reading and written expression performance, a situation clearly related to variables such as ethnic-group membership, generation in the United States, English fluency, and skill area measured. Ten data tables are included. (TJH)

ED 319 791 TM 015 052

Legg, Sue M.; Buhr, Dianne C.
Investigating Differences in Mean Score on Adaptive and Paper and Pencil Versions of the College Level Academic Skills Reading Test.
PUB DATE- Apr 90
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 17-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; *College Entrance Examinations; Community Colleges; Comparative Testing; *Computer Assisted Testing; Error of Measurement; Field Studies; Followup Studies; Higher Education; *Reading Tests; Scores; Student Motivation; *Test Format; Timed Tests; Undergraduate Students
IDENTIFIERS- *College Level Academic Skills Test; *Paper and Pencil Tests

Possible causes of a 16-point mean score increase for the computer adaptive form of the College Level Academic Skills Test (CLAST) in reading over the paper-and-pencil test (PPT) in reading are examined. The adaptive form of the CLAST was used in a state-wide field test in which reading, writing, and computation scores for approximately 1,000 students were compared for the March or June 1988 administrations of the PPT and the spring of 1988 administration of the computer adaptive test (CAT) version. The field study data were analyzed to address measurement error, content coverage and reading load, and student motivation. A follow-up study used data from 361 community college freshmen and sophomore students who had taken the October 1989 or March 1990 paper-and-pencil version of the CLAST but had not yet received their scores; these subjects were administered the Nelson-Denny Reading Test, as well as the CAT form of the CLAST. The follow-up study failed to replicate the difference in mean scores for the computer adaptive and paper-and-pencil versions of the reading test that were found in the preliminary analysis. Overall results indicate that students should be allowed a longer testing period for the CAT version of the CLAST than for the PPT version. Seven data tables are included. (TJH)

DOCUMENT RESUME

ED 319 792 TM 015 056

Tuckman, Bruce W.
Measuring Procrastination Attitudinally and Behaviorally.
PUB DATE- 17 Apr 90
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Measures; *Behavior Patterns; *College Students; Factor Analysis; Higher Education; Individual Characteristics; *Likert Scales; *Measures (Individuals); Personality Measures; Psychological Characteristics; Self Efficacy; *Test Construction
IDENTIFIERS- *Procrastination; Self Report Measures; Voluntary Homework System

A self-report measure of procrastination tendencies was developed and tested by relating it to a behavioral measure of procrastination and to a self-report measure of general efficacy. A 72-item Likert scale was written and administered to 50 college juniors and seniors. A factor analysis of the results yielded two factors that formed the basis for reducing the scale to 35 items with a resulting reliability of 0.90. A comparison of scores on the 35 items to performance on a self-regulated performance task--the Voluntary Homework System (VHS), developed by B. W. Tuckman and T. L. Sexton in 1989--yielded a correlation of -0.54, while the 35-item scale correlated at -0.47 with scores on the General Self-Efficacy Scale of M. Scherer et al. (1982). The latter scale correlated at 0.29 with VHS scores. A subsequent factor analysis of scores of a sample of 183 subjects from the same population on the 35-item scale yielded a single-factor structure and a condensed scale of 16 items with a reliability of 0.86. This short scale was recommended for use as a means of detecting students who are likely to procrastinate on college requirements. The Procrastination Scale used is included. (SLD)

ED 319 793 TM 015 060

Costantino, Giuseppe; And Others
Assessment of Attention Deficit Disorder Using a Thematic Apperception Technique.
Lutheran Medical Center, Brooklyn, N.Y.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.; New York City Dept. of Mental Health and Mental Retardation Services, N.Y.
PUB DATE- 12 Aug 89
NOTE- 25p.; A version of this paper was presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Attention Deficit Disorders; *Children; Comparative Testing; *Diagnostic Tests; Elementary Secondary Education; Evaluation Methods; *Hyperactivity; Learning Disabilities; Measures (Individuals); Neurological Impairments; *Test Reliability
IDENTIFIERS- Normal Children; *TEMAS Thematic Apperception Test

Attention deficits and attention deficit-hyperactivity disorder (AD-HD) are regarded as relatively common disorders among school-age children, but the literature reveals several confounding factors with the standard assessment techniques for the disorder. Using a structured thematic apperception technique (the TEMAS Apperception Test of G. Costantino et al., 1988) to measure attention to pictorial stimuli depicting characters, events, settings, and covert psychological conflicts, a study was conducted with 163 normal Hispanic, Black, and White school-age children and 95 Hispanic, Black, and White child and adolescent outpatients with AD-HD. The AD-HD children were significantly more likely than were the normal children to omit information in the stimuli about characters, events, settings, and psychological conflicts. Differences between the groups were large and persistent in the presence of structured inquiries by the test examiners. Results suggest the potential utility of structured thematic apperception techniques for the assessment of AD-HD to facilitate clinical (DSM-III-R) diagnosis and to invite closer scrutiny in carefully controlled validity studies. Three tables and one figure present study data. (SLD)

ED 319 794 TM 015 068

Baldwin, Beatrice; Lomax, Richard
Measurement Model Specification Error in LISREL Structural Equation Models.
PUB DATE- Apr 90
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; *Error of Measurement; *Item Response Theory; Mathematical Models; *Maximum Likelihood Statistics; Robustness (Statistics)
IDENTIFIERS- *LISREL Computer Program; Parametric Analysis; *Structural Equation Models

This LISREL study examines the robustness of the maximum likelihood estimates under varying degrees of measurement model misspecification. A true model containing five latent variables (two endogenous and three exogenous) and two indicator variables per latent variable was used. Measurement model misspecification considered included errors of omission, errors of inclusion, and simultaneous errors of omission and inclusion. A sample size of 200 was used for all replications. LISREL programs were written for each of six models to be tested. The PC version of LISREL VII was used to estimate the models. Assessments of results were based on average parameter estimates for each model across replications, average chi-square value across replications, modification indices for errors of omission, and t-values for errors of inclusion. Results indicate that minor misspecifications in LISREL measurement models in the LY matrix are the most problematic, particularly for compound errors. In general, the ability of the LISREL program to detect measurement model misspecification is quite good. One figure illustrating the true population model and six data tables are included. (TJH)

ED 319 795 TM 015 074

Trevisan, Michael S.; Sax, Gilbert

Reliability and Validity of Multiple-Choice Examinations as a Function of the Number of Options per Item and Student Ability.

PUB DATE- Apr 90

NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Ability Grouping; *Academic Ability; *College Bound Students; High Achievement; High Schools; *High School Students; Low Achievement; *Multiple Choice Tests; Parochial Schools; Test Construction; Test Format; Test Items; Test Reliability; *Test Validity; Track System (Education); Verbal Tests

IDENTIFIERS- *Washington Precollege Testing Program

Reliability and validity of multiple-choice examinations as a function of the number of options per item and of student ability were computed for 435 junior class parochial high school students in the tri-county area of Portland (Oregon). The verbal section of the Washington Pre-College Test Battery was used. The least discriminating options were deleted to create 3-option and 4-option test formats from the original 5-option per item test. Students were placed into ability groups using grade point average (GPA) cutoffs. The GPAs were the criterion for the validity coefficients. Significant differences were found between reliability coefficients for 3- and 5-option formats for low ability students.
Non-significant differences were found between reliability coefficients for high or average ability students. The optimum number of options across ability groups was three. None of the validity coefficients followed the trend expected. The results are part of the mounting evidence suggesting the efficacy of the 3-option item. Five tables present study data. (Author/SLD)

ED 319 796 TM 015 084

Whelan, Carol Scott; And Others

Statewide School Dropout Identification and Strategy Development Program: Does It Work?

PUB DATE- Apr 90

NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Attitude Measures; *Dropout Prevention; Dropout Programs; *Formative Evaluation; Grade 10; High Risk Students; High Schools; *High School Students; Pilot Projects; Pretests Posttests; Program Effectiveness; *Program Evaluation; *State Programs; *Student Attitudes; Summative Evaluation

IDENTIFIERS- *Louisiana

An evaluation of a statewide dropout prevention strategy program with 13 prevention projects conducted by the Louisiana State Department of Education in the 1988-89 school year is presented. Both summative and process evaluations are described. The attitudes of 831 10th-grade students were measured using a pretest and posttest attitude survey developed by P. Prestholdt (1986). Analysis of data from 11 of the projects constituted the summative aspect of the evaluation. Site monitors reviewed documents; observed classes; and interviewed school administrators, teachers, and students. Four of the programs demonstrated significant positive effects, while two indicated significant negative effects; one of these had such a large standard error of the mean than some testing irregularities appeared to have occurred. Process evaluation was conducted in these four projects that showed significant improvement: (1) a computer-assisted intervention project for potential dropouts; (2) a project focusing on training teachers and administrators in dropout prevention; (3) an integrated educational and social service delivery system to assist the city in dropout prevention efforts; and (4) an interactive instructional program combining the use of microcomputers and videodiscs to improve reading and writing skills of high-risk youth. Three tables present data from the studies. (SLD)

ED 319 797 TM 015 085

Emmons, Nancy J.; And Others

Statistical Methods Used in "American Educational Research Journal," "Journal of Educational Psychology," and "Sociology of Education" from 1972 through 1987.

PUB DATE- Apr 90
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Analysis; Educational Research; *Evaluation Methods; Literature Reviews; *Periodicals; Psychology; *Publications; *Research Methodology; Scientific Methodology; *Statistical Analysis; Trend Analysis
IDENTIFIERS- American Educational Research Journal; Journal of Educational Psychology; Sociology of Education

The use of particular statistical methods over time was studied in a review of publications from the disciplines of education, psychology, and sociology. Publications studied were the: (1) "American Educational Research Journal"; (2) "Journal of Educational Psychology"; and (3) "Sociology of Education". A total of 221 issues of the three publications (2,674 articles) from the years 1972 through 1987 was reviewed. Statistical techniques were considered major if they were used to answer the key research questions or if understanding their meaning was integral to interpreting the mean results or findings. Frequencies and percentages of use are reported for 41 techniques. Overall, the techniques used most often were analysis of variance (37%) and regression (13%). Over the 16-year period, decreases were found for descriptive statistics, non-parametric statistics, chi square, multidimensional scaling, articles discussing statistical methodology, factor analysis, analysis of variance, book reviews, and commentary or debate articles. Increases were found for multivariate analysis of variance and covariance, multiple regression, and multiple correlation. Across the three disciplines, increases in the use of logit, probit, and log linear methods suggest trends toward adjusting methodology to account for the multiplicative and curvilinear nature of most social science research data. Five data tables are included. (SLD)

ED 319 798 TM 015 088

Jones, B. Kathryn; And Others
Communicating Evaluation Findings: The Use of a Chart Essay.
PUB DATE- Apr 90
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Charts; *Educational Policy; Elementary Secondary Education; Evaluation Methods; Evaluation Problems; *Evaluation Utilization; Program Descriptions; *Program Evaluation; Public Schools; Research Reports
IDENTIFIERS- *Chart Essays; *Dallas Independent School District TX; Education Consolidation Improvement Act Chapter 1

The experience of the research and evaluation department in the Dallas (Texas) Independent School District in pioneering the use of a policy-oriented report to communicate evaluation findings is described. The report--the chart essay--replaced a methods-oriented report. In restructuring the methods-oriented report into a policy-oriented report, the traditional parts of an evaluation are arranged in a series of charts. The sequential unfolding of the research study is presented in a chart essay that presents the process as well as the findings of the evaluation. A model is presented that exemplifies the chart essay process in an evaluation of Chapter 1 summer school in Dallas. The model involves the following steps: (1) specify the program to be evaluated; (2) identify evaluation recipients; (3) determine the respective responsibilities of evaluators and administrators; (4) identify focal issues; (5) develop critical questions; (6) design data collection and analysis procedures; (7) collect data; (8) analyze data; (9) write the report; (10) present the findings; (11) elaborate the implications; and (12) act on these implications. The chart essay is designed for policymakers who have limited time; it is a way of ensuring communication of evaluation findings for swift and accurate utilization. Seven tables are included. (SLD)

ED 319 799 TM 015 092

Frymier, Jack; And Others

Simultaneous Replication: A Technique for Large-Scale Research.

SPONS. AGENCY- Ford Foundation, New York, N.Y.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Phi Delta Kappa Research Foundation, Bloomington, Ind.

PUB DATE- Apr 90

NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Research; *Data Collection; Educational Research; Elementary Secondary Education; *Evaluation Methods; *High Risk Students; *Regression (Statistics); *Research Methodology; Scientific Methodology; Statistical Analysis

IDENTIFIERS- *Simultaneous Research Replication

A technique for large-scale research in which researchers at different sites study the same problem in the same way at the same time is described. This "simultaneous replication" enhances the credibility of the replication process by eliminating variations in the use of time that can contaminate research results. A total of 144 replications were conducted in the Phi Delta Kappa study of students at risk using data from a larger sample of students attending 237 schools in 87 communities. In 1988, a manual of instructions was prepared to ensure replication. A 3-day training session used the manual as a text. Using the explicit instructions in the manual, researchers collected data in the fall of 1988. The data were analyzed in common ways to yield 237 multiple regression analyses, 144 of which were reported as information about students. In this large-scale study, the use of volunteers to collect data and the contributions of the expertise of professional educators made simultaneous replication possible. Study data suggest that: teachers know which students are at risk in their classrooms, and teachers attempt to provide special help to at-risk students. As a research methodology, simultaneous replication seemed well suited to school districts and professional organizations. Three tables present study data. (SLD)

ED 319 800 TM 015 096

Yen, Wendy M.; Candell, Gregory L.
Increasing Score Reliability with Item-Pattern Scoring: An Empirical Study in Several Score Metrics.
PUB DATE- Apr 90
NOTE- 24p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 17-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Students; Item Response Theory; Scores; *Scoring; Test Items; *Test Reliability
IDENTIFIERS- *Item Pattern Scoring; Number Right Scoring; *Three Parameter Model

Reliabilities are compared for two types of test score data: number correct, and item response patterns. Item-pattern scoring using three-parameter item response theory takes into account how many and which items a student answers correctly. This procedure theoretically results in greater reliability than does number-correct scoring. Empirical reliabilities of scores based on the two types of data were compared within each of three score metrics: (1) scale score; (2) number correct; and (3) grade equivalent. The reliabilities obtained were based on at least 900 students in grades 4 through 8 for five content areas (reading comprehension, language expression, spelling, mathematics concepts and applications, and science) at 10 testing times for 50 replications in each score metric. Item-pattern data produced more reliable scores than did number-correct data in 49 replications in the scale score metric, 50 in the number correct metric, and 49 in the grade equivalent metric. The increases in reliability produced by item-patterning scoring were equivalent, on the average, to that expected by a 15% to 20% increase in test length. Eight data tables and three figures are included. (SLD)

ED 319 801 TM 015 101

Klockars, Alan J.; Hancock, Gregory R.
Competing Strategies for Planned Orthogonal Contrasts.
PUB DATE- 90
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Hypothesis Testing; Monte Carlo Methods; Research Methodology; *Simulation; *Statistical Significance
IDENTIFIERS- Experimentwise Error; *Orthogonal Comparison; *Planned Comparisons

Two strategies, derived from J. P. Schaffer (1986), were compared as tests of significance for a complete set of planned orthogonal contrasts. The procedures both maintain an experimentwise error rate at or below alpha, but differ in the manner in which they test the contrast with the largest observed difference. One approach proceeds directly to the test of the contrast with the largest difference at a reduced significance level. The other is a protected procedure, first evaluating the complete null hypothesis with an omnibus "F" test, and then proceeding to test the specific hypotheses at a more liberal significance level given that the complete null hypothesis has been rejected. Monte Carlo simulation results for three and four treatment groups indicate that the relative power of the two procedures depends on the configuration of the treatment effects contained in all contrasts. Specifically, the unprotected test favors configurations with relatively small amounts of variability due to treatment effects, while the protected test has more power in cases with a relatively large amount of treatment variability. Five data tables and one figure are included. (Author/SLD)

ED 319 802 TM 015 102

Jordan, K. Forbis; Lyons, Teresa S.
Development of an Effectiveness Criteria Model for Evaluating Vocational Education.
Arizona State Univ., Tempe.
PUB DATE- Apr 90
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advisory Committees; Coordination; Delivery Systems; *Educational Assessment; Educational Planning; *Evaluation Criteria; Models; Outcomes of Education; Postsecondary Education; Program Effectiveness; *Program Evaluation; *State Programs; *Technical Education; *Vocational Education
IDENTIFIERS- *Indiana

The development of evaluation criteria for Indiana's three-level system for delivering vocational and technical education (VTE) is described. The comprehensive program covers planning, delivery, and coordination. The coordinating body is the Indiana Commission on Vocational and Technical Education. State-level administering agencies are the Commission on Higher Education, Department of Employment and Training Services, and Department of Education. Programs are conducted by 302 school districts, 49 area vocational districts, 7 public postsecondary institutions, independent colleges and universities, private proprietary schools, community organizations, and other agencies. The Commission awarded Phi Delta Kappa International (PDK) a contract to develop evaluation criteria for VTE. PDK then contracted for a description of the state evaluation system, a review of pertinent research, and a study of practices used to evaluate VTE in other states. National and state advisory committees were also appointed. Criteria, focusing on program effectiveness, have been developed for all levels. For each criterion, process criteria were identified for use by agencies in their internal assessments. Additions or deletions in the process criteria may be necessary to insure applicability and relevance. Minimal reporting for the agency or program provider is balanced with the necessary amount of information for evaluation purposes. (TJH)

ED 319 803 TM 015 107

Boser, Judith A.
Variations in Mail Survey Procedures: Comparison of Response Rates and Cost.
PUB DATE- Apr 90
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Cost Effectiveness; *Graduate Surveys; Higher Education; Letters (Correspondence); *Mail Surveys; Methods Research; Reprography; *Research Methodology; *Response Rates (Questionnaires); *Teacher Education
IDENTIFIERS- *Followup Materials; Postage

The cost-effectiveness and impact on response rate of variations in mailing procedures involved in a mail survey of teacher education graduates were assessed. Variables studied were use of a preliminary or advance letter, postcard versus letter reminders as the first follow-up mailing, timing of the reminder (1 versus 2 weeks after the first mailing), use of a reminder versus no reminder prior to the mailing of the duplicate questionnaire, and timing of the mailing of duplicate questionnaires (3 versus 4 weeks following the first mailing when no reminder was sent). Subjects were 288 individuals who had completed teacher preparation programs leading to initial certification at a major institution in the Southeast from the fall quarter of 1987 through summer quarter of 1988; and 288 individuals identified through comparison of applications for certification, student teaching records, and graduation lists. Daily tabulations of returns for each experimental condition were maintained. Cost analyses covered outgoing postage; return postage; mailing labels for envelopes; letterhead stationary and envelopes; plain return envelopes; and duplication of letters, postcards, and questionnaires. Results indicate that the preliminary letters are not cost effective, while reminders and duplicate follow-up questionnaires are cost effective. Three tables and one figure are included. (TJH)

ED 319 804 TM 015 108

Boser, Judith A.; Clark, Sheldon B.
Consensus on Desirable Characteristics of Mail Questionnaires: Illusion or Reality?
PUB DATE- Apr 90
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; *Item Analysis; Likert Scales; *Mail Surveys; Methods Research; Multiple Choice Tests; *Questionnaires; *Researchers; Test Format
IDENTIFIERS- *Consensus; *Experts; Item Position (Tests)

This study of survey research experts was conducted to determine desirable characteristics of mail questionnaires. The 82-item Likert-scale instrument used in the study covered general appearance, instructions, choice of items, choice of response options, wording, order of items, and item format. The instrument was administered to: 8 subjects who participated in a study in which the instrument was developed, and 12 other experts (10 of whom functioned as a validation panel). For the eight early participants, reasons were elicited regarding circumstances under which they would use certain types of items that they indicated would only be used "sometimes". Frequency distributions were prepared for all items for the original group of participants and for the validation panel. Results indicate that while there are some mail questionnaire recommendations that could usually be made with some degree of confidence, there are other aspects of questionnaire design that are less commonly accepted and, hence, dependent upon researcher knowledge and experience, information sought, population characteristics, and circumstances. The survey questionnaire used is included. (TJH)

ED 319 805 TM 015 111

Thayer, Jerome D.
Implementing Variable Selection Techniques in Regression.
PUB DATE- Apr 90
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Software; Decision Making; Methods Research; *Multiple Regression Analysis
IDENTIFIERS- *Selection Tools; *Stepwise Regression; Variables

Variable selection techniques in stepwise regression analysis are discussed. In stepwise regression, variables are added or deleted from a model in sequence to produce a final "good" or "best" predictive model. Stepwise computer programs are discussed and four different variable selection strategies are described. These strategies include the forward method, backward method, forward stepwise method, and backward stepwise method. General and specific criticisms of the stepwise method in the literature are outlined, and misuses of the method are considered. Although most statisticians would agree that stepwise methods should not be used when an explanatory model is desired, it is common to see research articles where explanatory interpretations are given to a model that is called a "prediction" model. Stepwise methods should not be used to determine the number of variables in the final model. When model selection is being performed, the stepwise method can be helpful if: the initial choice of variables is conducted based on theory, the defaults are not used automatically, more than one run is done using different variable selection methods, and the final model is chosen through an intelligent process rather than automatically using the final model generated by the computer program. Three tables and outlines of the models described are included. (TJH)

DOCUMENT RESUME

ED 319 806 TM 015 114

Stanley, Sarah J.
Videotaped-Based Teacher Tests: Bells, Whistles or Bona Fide Assessment?
PUB DATE- Apr 90
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Classroom Observation Techniques; Elementary School Teachers; Elementary Secondary Education; *Instructional Effectiveness; *Licensing Examinations (Professions); Multiple Choice Tests; Secondary School Teachers; *Teacher Certification; *Test Construction; Test Format; *Videotape Recordings
IDENTIFIERS- *Content Mastery Examinations for Educators; Paper and Pencil Tests; Teacher Competency Testing

The rationale for and nature of the videotaped portion of the pedagogy test of the Content Mastery Examinations for Educators (CMEE) available in fall 1990 are evaluated. The videotape subtest described is expansive and time consuming, but appears to be effective and acceptable for its target audience of beginning teachers. Each form of the CMEE pedagogy test begins with approximately 15 videotape-based test items. Following the videotape portion of the test, examinees are administered approximately 120 multiple-choice, paper-and-pencil items. Live-action and scripted-staged approaches to video production are used in developing the tapes. Test items deal with central pedagogical concepts that are represented in the videotaped scenes. Test development staff have experimented with the use of selected-response and constructed-response items and chose the former for the CMEE pedagogy subtest. Kindergarten through grade 12 are represented in the videotape episodes. The subtest requires not only that examinees have a good working knowledge of pedagogical principles, but also be able to observe and identify the application or misapplication of those principles as they occur during classroom instruction. The tests can be tailored to meet specific state requirements. (TJH)

ED 319 807 TM 015 117

Myerberg, N. James; Jaffe, David

How Accurate Are SAT Race Results?

PUB DATE- Apr 90

NOTE- 9p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 17-19, 1990).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Asian Americans; Black Students; *College Entrance Examinations; County School Districts; High Schools; High School Students; Hispanic Americans; *Racial Differences; *Response Style (Tests); Scores; Student Records; Testing Problems; *Test Validity; White Students

IDENTIFIERS- *Montgomery County Public Schools MD; *Scholastic Aptitude Test

The extent of inaccuracy in student coding of race on Scholastic Aptitude Test (SAT) forms and the effect of inaccurate coding and non-coding on results for the Montgomery County (Maryland) Public Schools are assessed. The County maintains a database that includes each student's race as designated by the student's parent on the school registration form. For each of the almost 5,000 members of the class of 1989 who took the SAT, the value of this variable was compared to the race reported by the student in response to the SAT question concerning race at the time he or she took the test. To determine the effect of miscoding on reported results, mean combined verbal and math scores for each racial group were computed using the school district database race value and using the SAT reported race value for Asians, Blacks, Hispanics, and Whites. Results indicate that 14% of the student-reported race designations did not match those on the district database; Hispanic mismatches resulted in a 25% discrepancy. Most of the mismatches were students who did not respond to the question about race (8% of all students). Although the mismatches are relatively low, they could have a significant effect on results reported by race if they are not taken into account. Two data tables are included. (TJH)

ED 319 808 TM 015 120

Kino, Mary M.; Roeber, Edward D.
The State of Assessment Programs: What Are State-Wide Assessment Programs Doing?
PUB DATE- Apr 90
NOTE- 42p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 17-19, 1990).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; Educational Change; Elementary Secondary Education; Graduation Requirements; Item Banks; Mail Surveys; *Minimum Competency Testing; *National Surveys; *Program Evaluation; Sampling; Scores; *State Programs; *Test Construction
IDENTIFIERS- Association of State Assessment Programs

A profile of state-wide educational assessment programs is constructed, and the means by which such programs have changed over time and may change in the future are discussed. Data for the study were taken from biennial surveys by the Association of State Assessment Programs, first conducted in 1977. This study covers data on time of survey administration, grade levels, subject areas, type of program, special uses of test results, district controls, sampling procedures, availability of in-house test development capabilities, principal contractors, willingness to share items with other states, item banking, equating and item calibration methods, and assessment of higher order or critical thinking skills. Coding of the data resulted in an interrater reliability rating of 93%. Results indicate that: (1) most programs assess basic skills, use minimum competency programs, or are in some way associated with high school graduation; (2) off-the-shelf tests are often chosen; (3) fewer target grade levels are being tested broadly in many subject matter areas; (4) most programs reflect ongoing changes in educational assessment; and (5) networking among states is crucial. The coding framework used to transcribe data from the survey responses is included. (TJH)

ED 319 809 TM 015 130

SAT Preparation: Selected Resources.
North Carolina State Dept. of Public Instruction, Raleigh. Media and Technology Services.
PUB DATE- Apr 90
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *College Entrance Examinations; Computer Assisted Testing; High Schools; Literature Reviews; *Resource Materials; *Test Coaching; Testing Problems; Tutoring
IDENTIFIERS- Preliminary Scholastic Aptitude Test; *Scholastic Aptitude Test

This list of resources for use in classrooms and media centers as well as for individual use describes a range of materials about preparing for the Scholastic Aptitude Test (SAT). It does not include every available resource, however. Only items submitted by publishers or vendors within a specified time period and that received positive evaluations overall are included. Resources were examined in terms of their: (1) stated purpose and success in achieving it; (2) coverage; (3) adequacy of content, format, and organization; (4) quality of supplementary material; (5) overall ease of use; (6) appropriate school uses; and (7) special weaknesses and strengths. Resources (i.e., books, activity cards, videocassettes, or computer courseware) are grouped into: whole-test resources; mathematics resources; verbal resources; Preliminary Scholastic Aptitude Test (PSAT) resources; and miscellaneous resources. A brief review of each resource is provided along with data concerning the respective author, title, price, publisher, publication date, order number, and other identifying characteristics. A directory of the publishers and producers of the resources is included. (SLD)

ED 319 810 TM 015 131

Federal Expenditures by State for Fiscal Year 1989.

Bureau of the Census (DOC), Washington, DC. Governments Div.

PUB DATE- Mar 90
NOTE- 68p.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Annual Reports; Elementary Secondary Education; *Expenditures; *Federal Aid; Federal Government; Higher Education; *State Federal Aid; State Government; State Programs; *Statistical Data; Tables (Data)

Twelve data tables are presented covering federal grants, salaries and wages, direct payments to individuals, procurement contracts, and other direct federal expenditures, by state and by territory, for fiscal year 1989 (FY89), with some summary trend data. The tables provide the following data for FY89, respectively: (1) summary distribution of federal funds; (2) grants to state and local governments by agency and for selected programs; (3) Federal Government expenditure for salaries and wages; (4) Federal Government direct payments for individuals by program, state, and territory; (5) the value of Federal Government procurement contract awards; (6) Federal Government expenditure for other programs; (7) Federal Government volume of assistance for loan and insurance programs; (8) per capita amounts for total federal expenditures; (9) percent distributions for total federal expenditures; (10) Defense Department and all other agencies' expenditures; (11) historical summary of Federal Government expenditures; and (12) state rankings for per capita distribution of federal expenditures. The historical summary table shows expenditures for FY81 through FY89. The data is presented by state and by territory for tables 1-11. Appendices include one table showing estimated allocation of federal subsidies for the National Railroad Passenger Corporation (Amtrak) for FY89; and two lists of programs associated with data presented in the second, fourth, sixth, and seventh tables within the report. (TJH)

ED 319 811 TM 015 132

Carpenter, Patricia A.; And Others
What One Intelligence Test Measures: A Theoretical Account of the Processing in the Raven Progressive Matrices Test.
Carnegie-Mellon Univ., Pittsburgh, Pa. Dept. of Psychology.
SPONS. AGENCY- National Inst. of Mental Health (DHEW), Rockville, Md.; Office of Naval Research, Arlington, Va.
PUB DATE- 3 Apr 90

NOTE- 79p.
CONTRACT- MH-00661; MH-00662; N00014-89-J-1218
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Abstract Reasoning; Cognitive Measurement; *Cognitive Processes; *College Students; Computer Assisted Testing; Higher Education; *Intelligence Tests; *Nonverbal Tests; Problem Solving; Psychological Testing; Simulation
IDENTIFIERS- Analytic Ability; BETTERAVEN Computer Program; FAIRAVEN Computer Program; *Raven Progressive Matrices; Tower of Hanoi Problem

The cognitive processes in a widely used, non-verbal test of analytic intelligence--the Raven Progressive Matrices Test (J. C. Raven, 1962)--were analyzed. The analysis determined which processes distinguished between higher-scoring and lower-scoring subjects and which processes were common to all subjects and all items on the test. The analysis was based on detailed performance characteristics on the Tower of Hanoi puzzle such as verbal protocols, eye fixation patterns, and errors. The theory was expressed as a pair of computer simulation models--FAIRAVEN and BETTERAVEN--that performed like the median or best subjects in the samples of 12 and 22 college students. The processing characteristic common to all subjects was an incremental, reiterative strategy for encoding and inducing the regularities in each problem. The processes that distinguished among individuals were primarily the ability to induce abstract relations and the ability to manage dynamically a large set of problem-solving goals in working memory. Five sample test items, 3 tables, 12 figures, an appendix summarizing correct solutions by the models, and a 59-item list of references are included. (SLD)

ED 319 812 TM 015 133

Horgan, Dianne
Students' Predictions of Test Grades: Calibration and Metacognition.
PUB DATE- Apr 90
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Attribution Theory; Cognitive Processes; *College Students; Feedback; *Grade Prediction; Higher Education; *Metacognition; Multiple Choice Tests; *Self Evaluation (Individuals); *Student Attitudes; *Study Habits
IDENTIFIERS- *Calibration

Calibration, defined as the accuracy with which students can predict their own performance, was studied. The role of feedback in the development of calibration was examined, and questions of whether better calibration was associated with better performance and more efficient study were explored. Subjects were 136 college students in an introductory educational psychology class. Before each of four examinations, students were asked what percentage of the multiple-choice questions they expected to answer correctly and how long they had studied. After each examination, the students were asked how satisfied they were with their performance, the extent to which they attributed performance to stable or temporary causes, and how much they planned to study for the next test. Students lowered their expectations somewhat over the semester, although they maintained about the same level of satisfaction and stability of attributions. They planned to study slightly less as the semester progressed. Feedback did improve calibration. Among students of the same age making the same course grade, those who were well calibrated had better grades on unit examinations. Better calibration was associated with more efficient study habits. Four tables present the results of the study. (SLD)

ED 319 813 TM 015 135

Dale, Jack D.
Critical Dimensions of Principals' Performance.
PUB DATE- 90
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Effectiveness; Effective Schools Research; Elementary Secondary Education; Evaluation Criteria; Factor Analysis; *Instructional Leadership; Interpersonal Competence; Job Analysis; *Leadership Qualities; Motivation; *Performance Factors; *Principals; School Administration; *Skill Analysis
IDENTIFIERS- Organizational Commitment

The effectiveness of school principals was studied with the goals of: identifying skill dimensions related to principals' performance; identifying a set of independent psychological constructs from a factor analysis of those dimensions; and using the variables of school size, district size, school grade level, and geographic region of Washington State to test a universal trait and behavior approach to describing effective leadership. A review of literature on effective school leadership identified 39 skill dimensions related to effective performance of school prinipals. Supervisor ratings were obtained for 583 principals (a 38.7% response rate) across the 39 skill dimensions and 10 State performance standards. Data analysis demonstrated that 37 of the skill dimensions had significant positive correlations with the 10 measures of job performance. Fifteen dimensions had correlations above 0.6 with overall performance. Factor analysis suggested that the following constructs accounted for 61.4% of the variance: (1) instructional leadership; (2) interpersonal skills; (3) organizational commitment; and (4) personal drive and motivation. Chi square, correlational, and t-tests confirmed the universality of the 37 skill dimensions and four major constructs across the four moderator variables. More effective principals had higher ratings on the same 37 dimensions regardless of the situational factors. The rating sheets used are included. Three tables give information about the study and the factor analysis. Recommendations to enhance school leadership are made based on the findings. (SLD)

ED 319 814 TM 015 137

Collins, Angelo

A Teacher's Portfolio--What Is Necessary and Sufficient? (A High School Biology Unit Plan as an Example.)

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- Apr 90
NOTE- 31p.; Based on a paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Biology; *Educational Planning; Evaluation Methods; Evaluators; High Schools; *Lesson Plans; *Portfolios (Background Materials); Science Teachers; *Secondary School Teachers; *Teacher Evaluation; Units of Study

Unit plans presented by 18 high school biology teachers as part of portfolios designed to represent their work were compared. Portfolios are increasingly being considered in the assessment of master teachers, beginning teachers, and preservice teacher candidates. The research staff of the Stanford University Teacher Assessment Project designed a portfolio development process and guided/assisted the participants as they developed their portfolios. The 18 teachers were chosen to represent diversity in experience and work conditions among biology teachers. The unit plan, one element of the total portfolio, was rated by 16 raters from the research team and the teaching profession. Teachers who developed acceptable plans had a minimum of three types of evidence: (1) the instructional sequence; (2) justification for inclusion of the topic in the syllabus; and (3) a reasoned or descriptive reflection about the successes and failures of the unit. The difference between acceptable and unacceptable plans was in the ability to reflect on the plan and its execution. The review made it clear that teachers can organize evidence of their skills, knowledge, and dispositions around a unit plan, and that raters can make judgments based on these plans. Five tables present information about the subjects. An appendix contains the biology teacher's portfolio construction kit. (SLD)

ED 319 815 TM 015 138

Collins, Angelo

Novices, Experts, Veterans, and Masters: The Role of Content and Pedagogical Knowledge in Evaluating Teaching.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- Apr 90
NOTE- 19p.; Paper based on a paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; Comparative Analysis; *Evaluators; High Schools; Interdisciplinary Approach; Interrater Reliability; *Knowledge Level; Peer Evaluation; Science Teachers; *Secondary School Teachers; *Teacher Evaluation; Teaching Experience
IDENTIFIERS- Experts; *Rater Reliability; Stanford University CA; *Teacher Assessment Project

Since 1986, the Teacher Assessment Project (TAP) at Stanford University (California) has been exploring performance-based modes of assessment that capture the complexity of the practice of teaching. After a brief description of the rating procedures, the raters, and the situated-performances designed by the TAP for assessment, this paper describes the considerations that different classes of raters (novices, experts, veterans, and masters) use in rating teacher performance. BioTAP, the biology component of the TAP, has developed two forms of performance assessments for high school biology teachers: (1) portfolios, and (2) simulation exercises. During the 1988-89 school year, 16 high school biology teachers completed portfolios and simulation exercises; subjects were selected to represent a range of teaching experience. Sixteen teachers served as judges and rated the performance assessment activities. Among the other raters were a research biologist with little pedagogical knowledge and novices with no experience with TAP and/or teaching. Results indicate that raters interpreted teaching tasks in terms of their own backgrounds, with each class of raters bringing a specialized knowledge to the task. It seems that the most valid rating system would involve a multidisciplinary team of raters. (TJH)

ED 319 816 UD 027 105

Denton, Stanley E.; Davis, Lawrence E.
Collaborative Intervention Approaches for At-Risk Youth: The Pittsburgh Experience.
Pittsburgh Public Schools, Pa.
PUB DATE- May 88
NOTE- 28p.; Paper presented at the Association for Supervision and Curriculum Development Mini-Conference on Public School Programs for At-Risk Youth (May 9-11, 1988).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Cooperative Programs; *Disadvantaged Youth; Elementary Secondary Education; Equal Education; High Risk Students; *Intervention; *Minority Group Children; Outcomes of Education; Parent Participation; Program Descriptions; School Business Relationship; School Community Relationship; *Student Improvement
IDENTIFIERS- *Collaboratives; *Pennsylvania (Pittsburgh)

In 1987, the Board of Education of the Pittsburgh (Pennsylvania) Public Schools set goals for reducing the achievement gap between black students and white students and improving the educational outcomes of all low achievers, regardless of race. This paper summarizes programs, most involving parents, community leaders, and the corporate sector in service delivery for at-risk students, that have emerged from the 1987 board priorities. The initiatives described fall into the following categories: (1) district-based programs; (2) city-based programs; and (3) state-supported programs. District-based programs include the following: (1) community educational activity centers (CEACs); (2) Explorers of Growth Opportunities (EGO); (3) Pittsburgh Achievement in Secondary Schools (PASS); and (4) Pittsburgh Achievement Renaissance (PAR). City-based programs include the Pittsburgh New Futures initiative and the Mayor's Commission on Families. State-supported programs include Teacher Expectations and Student Achievement (TESA) and Occupational Vocational Technical (OVT) programs, such as: (1) Second Chance; (2) Select Employment Trainee Program (SET); (3) Summer Academy; (4) Northside Civic Development Project; and (5) Business and Finance Academy. A 13-item bibliography is included. Appendices include Board of Public Education priorities for 1980 and 1986, and 1987-88 goals of the Mayor's Commission on Families, including strategies, implementers, and timetables for goal accomplishment. (AF)

ED 319 817 UD 027 278

Believing Once Again: Solutions Addressing the Plight of Challenged Youth. Executive Summary.
70001 Training & Employment Inst., Washington, DC.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Sep 88
NOTE- 23p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; *Demonstration Programs; *Disadvantaged Youth; Employment Programs; Federal Programs; *Job Training; *Outreach Programs; Program Evaluation; *Social Isolation; Urban Programs
IDENTIFIERS- *Job Training Partnership Act 1982; *Research Summaries

This summary evaluates a federal demonstration program to reach "disconnected" youth not currently served by job training programs under the Job Training Partnership Act (JTPA). Disconnected youth are defined as those who have lost or never developed the traditional values of their communities, who do not participate in traditional social service programs, lack motivation to succeed, and consistently perform well below their potential. Disconnected youth are often dropouts, youth offenders, or teen parents, and are disproportionately represented among disadvantaged black youth. The model program, managed by the 70001 Training & Employment Institute, was implemented in Birmingham (Alabama) and Dallas (Texas) between January 1987 and June 1988. The following program features are outlined: (1) outreach and recruitment; (2) special assessment and intake; (3) individualized employability plans; (4) remedial education in basic skills; (5) motivational activities; and (6) employment training, placement, and follow-up. The following management features are emphasized: (1) dual supervisory structure divided between internal and external responsibilities; (2) volunteer advisory council comprised of community leaders; (3) small student to staff ratio (1 to 25); (4) ongoing staff training and technical assistance; and (5) commitments from local service providers. The demonstration exceeded its goals for enrollment and positive terminations and program costs were lower than those of JTPA. Suggestions for replication are included. Statistical data are included on three tables. (FMW)

ED 319 818 UD 027 309

Employment Equity Act. Annual Report = Loi sur l'equite en matiere d'emploi. Report annuel.

Canada Employment and Immigration Commission, Ottawa (Ontario).

PUB DATE- 89
NOTE- 227p.
AVAILABLE FROM- Public Enquiries Centre, Employment and Immigration

Canada, Ottawa, Ontario K1A 0J9 (free).
LANGUAGE- English; French
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Annual Reports; Civil Rights Legislation; Compliance (Legal); Disabilities; *Employment Patterns; *Equal Opportunities (Jobs); *Females; Foreign Countries; *Minority Groups; Multilingual Materials
IDENTIFIERS- *Canada

This second annual report on employment equity in Canada in 1989 describes the representation of designated groups in the work force of employers covered by the Employment Equity Act and assesses the degree of change since last year's report. It is presented in both English and French. The following designated groups are examined: (1) women; (2) aboriginal peoples; (3) disabled persons; and (4) members of visible minorities. Reports from 374 employers were analyzed and compared with the previous year's reports, and employers were ranked according to their performance by industrial sector. Although the representation of designated groups in the work force under the Act is lower than their representation in the Canadian labor force, the following positive changes are reported: (1) the reported representation of each of the four designated groups improved since the first reporting year; (2) the gains in representation were more substantial and consistent across the industrial sectors for women and members of visible minorities; (3) increased representation of the designated groups was accomplished despite a growth rate of 1.41 percent in the work force under the Act; (4) each designated group had an increased share of full-time hirings; (5) women and members of visible minorities had an increased share of full-time promotions; and (6) there were slight increases in the representation of aboriginal peoples, disabled persons, and members of visible minorities in several occupational groups. Statistical data are included on 50 tables, 31 graphs, and two charts. The appendices comprise notes on the statistical data, additional statistical data on four tables and two graphs, and lists of employer reports received. (FMW)

DOCUMENT RESUME

ED 319 819 UD 027 312

Orfield, Gary

The Growth and Concentration of Hispanic Enrollment and the Future of American Education.

SPONS. AGENCY- Ford Foundation, New York, N.Y.

PUB DATE- 13 Jul 88

NOTE- 36p.; Paper presented at the National Council of La Raza Conference (Albuquerque, NM, July 13, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Achievement; *Access to Education; Census Figures; Colleges; Dropout Rate; *Educational Quality; *Enrollment Rate; Equal Education; Futures (of Society); *Higher Education; Hispanic Americans; School Segregation; Secondary Education; *State Surveys; *Urban Areas

IDENTIFIERS- *Hispanic American Students

This report discusses issues concerning the present and future status of Hispanics in American schools and colleges. It uses enrollment data from schools and colleges through the 1986-87 academic year in order to explore the following trends: (1) the enormous growth of Hispanic enrollment since the 1960s; (2) the intensifying segregation of Hispanic students and the inequality of the schools in which they are segregated; and (3) the increasing number of dropouts and declining college access of Hispanics. Enrollment trends in the following metropolitan areas are explored in depth: (1) Houston (Texas); (2) Los Angeles (California); (3) Chicago (Illinois); and (4) Philadelphia (Pennsylvania). The data show that Hispanics will be a massive influence in American education and that education is related strongly to mobility for Hispanics. It also indicates, however, that Hispanics are not obtaining full access to educational opportunity and appear to be moving backwards in the field of higher education in the following states where they have large numbers: (1) California; (2) Texas; (3) New York; (4) Illinois; (5) Arizona; (6) New Jersey; and (7) New Mexico. The only state that does not evidence this trend is Florida. The data indicate a striking national gap between enrollment and graduates and extraordinary variation among states.

Nine tables and 19 references are included. (JS)

ED 319 820 UD 027 341

Youth. A National Stay-in-School Initiative = Jeunesse. Projet national d'incitation a la poursuite des etudes.

Canada Employment and Immigration Commission, Ottawa (Ontario)

PUB DATE- 29 Feb 90

NOTE- 37p.

AVAILABLE FROM- Public Enquiries Centre, Employment and Immigration Canada, Ottawa, Ontario K1A 0J9 (free).

LANGUAGE- English; French

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Career Counseling; *Computer Oriented Programs; Cooperative Programs; *Dropout Prevention; Dropout Programs; *Dropouts; Foreign Countries; *High Risk Students; High School Students; Multilingual Materials; *National Programs; Program Descriptions; Secondary Education

IDENTIFIERS- *Canada

The Canadian government is meeting the rising demand for highly skilled workers with a $296.4 million national dropout prevention initiative over five years. This document, written in both English and French, describes the initiative. More than half of the funds will be allocated to programs and services, more than a quarter to mobilizing partnerships, and the remainder to raising public awareness. The dropout rate is now at 30 percent, with a population drawn from all neighborhoods, backgrounds, and races. Common dropout characteristics include difficulty in reading, lagging one or more grade levels behind peers, and working more than 15 hours per week. The proportion of dropouts is twice as high for low-income families as for others. Programs and services will focus on expansion of the existing Work Orientation Workshops (WOW) program linked with an expanded CHOICES program, which uses an interactive computer database containing career and educational information. A national non-profit institution will be formed to combine business, labor, the academic community, and the education ministries to develop demonstration programs to test improved career counseling and other dropout prevention strategies. A multi-faceted information program will focus on realistic career options and the fundamental values of a high school education. Statistical data are included on five graphs. (FMW)

ED 319 821 UD 027 344

Jaynes, Gerald David, Ed.; Williams, Robin M., Jr., Ed.
A Common Destiny: Blacks and American Society.
National Academy of Sciences - National Research Council, Washington, DC. Commission on Behavioral and Social Sciences and Education.
REPORT NO.- ISBN-0-309-03998-3
PUB DATE- 89
NOTE- 622p.; For summary and conclusions, see UD 027 345.
AVAILABLE FROM- National Academy Press, 2101 Constitution Ave., N.W. Washington, DC 20418 ($35.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Historical Materials (060)
DESCRIPTORS- *Blacks; Civil Rights; Public Policy; Quality of Life; *Racial Differences; Racial Discrimination; *Racial Relations; *Social Change; Social History; Social Science Research; *Socioeconomic Influences; *Socioeconomic Status; United States History
IDENTIFIERS- *Policy Implications

This report describes and analyzes the status of blacks in American society since the eve of World War II. It concludes that the current state of black-white relations is the result of the negative attitudes that whites hold towards blacks and the disadvantaged conditions under which many blacks live. The following summary findings are reported: (1) the well-being of both blacks and whites has advanced over the past 50 years by all aggregate statistical measures; (2) blacks remain substantially behind whites by almost all the same indicators; (3) the economic status of blacks relative to whites has deteriorated since the early 1970s; (4) the political, educational, health, and cultural status of blacks showed gains from the 1940s through the 1960s and some indicators continued to improve after the early 1970s; (5) some blacks have increased their socioeconomic status but a large minority remain disadvantaged; (6) political and social activism led to sweeping changes in the legal status of blacks; (7) resistance to social change in race relations continues; and (8) broad economic changes have significantly affected opportunities for all Americans. Policy recommendations are suggested in the following areas: (1) provision of education, health care, and other services; (2) facilitation of economic growth and full employment; (3) reduction of discrimination and involuntary segregation; and (4) development and reform of welfare programs. Statistical data are included on 70 tables and 50 graphs. Each of the 10 chapters includes a list of references. The following material is appended: (1) notes on methodology, definitions, and suggestions for further research; (2) biographical sketches of the members of the research group; and (3) a list of the committee's activities in compiling the report. (FMW)

ED 319 822 UD 027 345

Jaynes, Gerald David, Ed; Williams, Robin M., Jr., Ed.
A Common Destiny: Blacks and American Society. Summary and Conclusions.
National Academy of Sciences - National Research Council, Washington, DC. Commission on Behavioral and Social Sciences and Education.
PUB DATE- 89
NOTE- 48p.; For full report, see UD 027 344.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Historical Materials (060)
DESCRIPTORS- *Blacks; Civil Rights; Public Policy; Quality of Life; Racial Differences; Racial Discrimination; *Racial Relations; *Social Change; Social History; Social Science Research; *Socioeconomic Influences; *Socioeconomic Status; United States History
IDENTIFIERS- *Policy Implications; *Research Summaries

This report summarizes the findings and conclusions of a major study of the status of blacks in American society since the eve of World War II. The study concludes that the current state of black-white relations is the result of the negative attitudes that whites hold towards blacks and the disadvantaged conditions under which many blacks live. The following summary findings are reported: (1) the well-being of both blacks and whites has advanced greatly over the past 50 years by all aggregate statistical measures; (2) blacks remain substantially behind whites by almost all the same indicators; (3) the economic status of blacks relative to whites has deteriorated since the early 1970s; (4) the political, educational, health, and cultural status of blacks showed important gains from the 1940s through the 1960s and some important indicators continued to improve after the early 1970s; (5) some groups of blacks have increased their socioeconomic status but a substantial minority remain disadvantaged; (6) political and social activism by both blacks and whites led to changes in government policies that made sweeping changes in the legal status of blacks; (7) resistance to social change in race relations in American society continues; and (8) broad changes in overall economic conditions have significantly affected social and economic opportunities for all Americans. Policy recommendations are suggested in the following areas: (1) provision of education, health care, and other services; (2) facilitation of economic growth and full employment; (3) reduction of discrimination and involuntary segregation; and (4) development and reform of welfare programs to avoid long-term poverty. Statistical data are included on 20 graphs. (FMW)

ED 319 823 UD 027 407

Chicago's Private Elementary and Secondary Schools: Enrollment Trends.

Institute of Urban Life, Chicago, Ill.

SPONS. AGENCY- Lloyd A. Fry Foundation, Chicago, IL.
PUB DATE- 90
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Catholic Schools; *Declining Enrollment; *Educational Finance; Elementary Secondary Education; *Enrollment Trends; Montessori Method; *Private Schools; Proprietary Schools; *Religious Education; School Demography; Special Schools; Urban Schools
IDENTIFIERS- Evangelical Christians; *Illinois (Chicago); Jewish Day Schools; Lutheran Schools; Muslims

Nearly one out of every four students enrolled in Chicago's elementary and secondary schools during the 1987-88 school year attended one of the city's 450 private schools. Although frequently overlooked by city-wide educational reform programs, the private schools contribute to the urbanization of newcomers to the city, to the stability of neighborhoods, to setting standards for public schools, and to urban civility. The following enrollment trends from 1976 to 1987 are reported: (1) the number of Catholic schools, the single largest group, declined from 291 to 239, and enrollment declined by 25 percent; (2) enrollments at Lutheran schools dropped 35 percent, and 2 elementary schools that closed were reopened as day care centers; (3) the number of other Christian schools, notably those under Evangelical sponsorship, has grown from 13 to 45 and enrollments have increased; (4) the number of Jewish day schools rose from 7 to 9 and enrollments also rose significantly; (5) 3 Islamic/Muslim schools have been established with a total enrollment of 192; (6) the number of independent schools rose from 23 to 32 and overall enrollments increased; (7) the number of proprietary schools doubled; (8) enrolled in the city's 4 Montessori schools remained stable; and (9) the number of special education schools dropped from 75 to 66 and enrollments also declined. The following fund raising initiatives have been used successfully by financially strapped private schools: (1) new corporate and foundation support; (2) support from religious organizations; (3) multiplying scholarships; (4) community initiatives; and (5) outreach programs. Statistical data are included on five tables. A list of local associations and central offices for private schools is appended. (FMW)

ED 319 824 UD 027 409

Success in the Works: A Profile of Canada's Emerging Workforce = Le nouveau mode d'emploi: Profil de la croissance du marche du travail.

Canada Employment and Immigration Commission, Ottawa (Ontario).

PUB DATE- 90

NOTE- 71p.

AVAILABLE FROM- Public Inquiries Centre, Public Affairs, Employment and Immigration, Phase IV, Level 0, Ottawa, Ontario K1A 0J9, Canada.

LANGUAGE- English; French

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Demography; Economic Research; *Educational Needs; *Employment Opportunities; Employment Projections; *Equal Opportunities (Jobs); Foreign Countries; Job Training; *Labor Force Development; *Labor Needs; Minority Groups; Multilingual Materials; *Vocational Adjustment

IDENTIFIERS- *Canada

This study, in English and French, analyzes the trends emerging in labor demand and supply in Canada, and examines the challenges to preparing an adequately trained and prepared workforce. The economy and the labor force seem to be developing along divergent paths, creating a potential gap between the flexibility and skills of workers and the skills demanded by the economy. Canadian industry is making significant capital investments in the technology, equipment, and machinery required to compete in a global market but is neglecting to invest in the education and employee training and skills needed to benefit from technology. Such human investment is essential to help workers and their employers respond to new economic conditions that are transforming the kinds of jobs available. At the same time, the labor force is becoming older and less adaptable to change. Young people looking for jobs will need a higher level of basic and entry-level skills and the existing workforce must absorb new demands for skills and work patterns. Even greater effort will be required to provide educational and employment opportunities for women, older workers, aboriginal peoples, visible minorities, and the disabled. Statistical data are included on 1 table and 11 graphs. A list of 53 references is appended. (FMW)

ED 319 825 UD 027 412

Schofield, Janet Ward
Review of Research on School Desegregation's Impact on Elementary and Secondary School Students.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford.
PUB DATE- 89
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Blacks; Court Litigation; *Desegregation Effects; Elementary Secondary Education; Federal Courts; Literature Reviews; *Outcomes of Education; Racial Attitudes; Racial Integration; *Racial Relations; Research Needs; *School Desegregation; Urban Schools
IDENTIFIERS- *Brown v Board of Education; *Research Suggestions

The 1954 "Brown v. Board of Education" decision laid the basis for dismantling "de jure" racial segregation of schools. "Brown" represented a significant shift in the national attitude toward blacks and was an important advance in intergroup relations. However, in the last decade the proportion of black students enrolled in many large educationally deficient urban schools has been rising, resulting in racial isolation and "de facto" segregation. Desegregation appears to have resulted in a small improvement in black students' reading skills but no significant change in their mathematics skills. Some evidence has begun to accumulate indicating that desegregation may break a generational cycle of segregation and racial isolation by influencing such important adult outcomes as college graduation, income, and employment patterns but the measured effects are weak and appear to be dependent upon sex and geographic region. Studies of the effect of desegregation on intergroup attitudes are generally inconclusive and inconsistent, and no studies have focused on changes in intergroup behavior, despite indications that desegregated schooling can provide students with valuable behavioral experience that prepares them to function in a pluralistic society. School desegregation policies and practices can also have marked and predictable effects on intergroup relations. A list of 197 references is appended. (FMW)

ED 319 826 UD 027 413

Schofield, Janet Ward

The Review of Research on School Desegregation's Impact on Black Americans.

Pittsburgh Univ., Pa. Learning Research and Development Center.

SPONS. AGENCY- National Academy of Sciences - National Research Council, Washington, DC. Committee on the Status of Black Americans.
PUB DATE- 27 Apr 87
NOTE- 78p.; Paper commissioned for the Committee on the Status of Black Americans of the National Research Council.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Blacks; Court Litigation; *Desegregation Effects; Elementary Secondary Education; Federal Courts; Literature Reviews; Longitudinal Studies; *Outcomes of Education; Racial Attitudes; Racial Integration; *Racial Relations; Research Needs; *School Desegregation; Urban Schools
IDENTIFIERS- *Brown v Board of Education; *Research Suggestions

The 1954 "Brown v. Board of Education" decision laid the basis for dismantling de jure racial segregation of schools and resulted in a 50 percent reduction in the number of schools in which black students composed 90 to 100 percent of the enrollment between 1968 and 1980. "Brown" represented a significant shift in the national attitude toward blacks and was an important advance in intergroup relations. However, in the last decade the proportion of black students enrolled in many large educationally deficient urban schools has been rising, resulting in racial isolation and de facto segregation. Desegregation appears to have resulted in a small improvement in black students' reading skills but no significant change in their mathematics skills. Some evidence has begun to accumulate indicating that desegregation may break a generational cycle of segregation and racial isolation by influencing such important adult outcomes as college graduation, income, and employment patterns, but the measured effects are weak and appear to be dependent upon sex and geographic region. Studies of the effect of desegregation on intergroup attitudes are generally inconclusive and inconsistent; and no studies have focused on changes in intergroup behavior, despite indications that desegregated schooling can provide students with valuable behavioral experience that prepares them to function in a pluralistic society. School desegregation policies and practices can also have marked and predictable effects on intergroup relations. A list of 186 references is appended. (FMW)

ED 319 827 UD 027 414

Rong, Xue Lan; Preissle-Goetz, Judith
High School Dropouts among Foreign-Born Whites, Hispanics, and Asians.
PUB DATE- 8 Apr 90
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
AVAILABLE FROM- Xue Lan Rong, University of Georgia, Q308 Rogers Road, Athens, GA 30605.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Asian Americans; Dropout Research; *Dropouts; High Schools; *High School Students; Hispanic Americans; *Immigrants; Minority Group Children; Predictor Variables; *Racial Differences; *White Students
IDENTIFIERS- *Asian American Students; *Hispanic American Students

An examination of the characteristics of foreign-born White, Hispanic, and Asian high school dropouts between the ages of 16 and 21 indicates that English language proficiency, age at immigration, and family language background are all related to the likelihood of dropping out. Statistical data were analyzed for a subsample of 519 foreign-born 16- to 20-year-olds drawn from the 1981 Census Public Use Tape, comprised of 197 White, 217 Hispanic, and 105 Asian youth. (Blacks were not included because there were only two foreign-born Blacks in the age range examined). The following summary conclusions are discussed: (1) age and sex were not related to dropping out, but being married at an early age was related to dropping out for the overall group as well as for Hispanics and Asians but not for Whites; (2) educational attainment was related to dropping out for the overall group and especially for Hispanics, nearly 25 percent of whom never started high school; and (3) age at the time of immigration, limited English proficiency, language spoken during childhood, and language currently spoken at home were related to dropping out for the overall group as well as for Whites and Hispanics but not for Asians. The effect of ethnicity combined with family socioeconomic status, while possibly significant, especially for Hispanic students, could not be determined because of lack of data. A list of 40 references and 4 tables of statistical data are appended. (FMW)

ED 319 828 UD 027 415

Rong, Xue Lan; Grant, Linda
Ethnicity, Immigrant Generation Status, and School Attainment of Asians, Hispanics and Non-Hispanic Whites.
PUB DATE- Apr 90
NOTE- 52p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
AVAILABLE FROM- Xue Lan Rong, University of Georgia, Q308 Rogers Road, Athens, GA 30605.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Asian Americans; Cross Sectional Studies; Demography; *Educational Attainment; Elementary Secondary Education; Ethnicity; Higher Education; Hispanic Americans; *Immigrants; *Indigenous Populations; *Minority Group Children; *Parent Background; *Racial Differences; Whites
IDENTIFIERS- *Place Of Birth

A cross sectional study of the effects of ethnicity and immigrant generation status on the educational attainment of Asian, Hispanic, and White youth clearly indicates that generation of residence affects educational attainment, but that the effects are not wholly consistent across generation and ethnicity. The following immigrant generational groups are examined: (1) immigrants (defined as those born in foreign countries of non-American parents); (2) children of immigrants (American-born with one or more foreign-born parent); and (3) natives (American-born of American-born parents). Statistical data were analyzed from a sample of 22,695 youth aged 14 to 24 drawn from the 1979 Current Population Survey comprised of 91 percent Whites, 1.7 percent Asians, and 7.4 percent Hispanics. The following general patterns were observed: (1) children of immigrants attain more years of schooling than do immigrants; (2) attainment for Whites declines in the native as compared with the children of immigrant generations; (3) attainment for Asians appears to peak in the children of immigrant generation and to level off after that; (4) attainment for Hispanics increases with each generation, though gains slow down after the children of immigrant generation; and (4) Asians have the highest mean years of schooling attained and Hispanics have the lowest. None of the existing theories that attempt to explain the effects of immigrant status on school attainment provide a close fit with the findings of this analysis and further research is suggested to analyze what personal qualities, motivational factors, and social circumstances lead to high attainment for each group. A list of 74 references and statistical data on 4 graphs and 5 tables are appended. (FMW)

ED 319 829 UD 027 416

Rong, Xue Lan; Grant, Linda

The Educational Attainment of Children of Immigrants.

PUB DATE- Apr 90
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
AVAILABLE FROM- Xue Lan Rong, University of Georgia, Q308 Rogers Road, Athens, GA 30605.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Acceleration (Education); Census Figures; Differences; *Educational Attainment; Elementary Secondary Education; *Enrollment Trends; Grade Repetition; *Immigrants; *Indigenous Populations; *Parent Background; Stereotypes; White Students

IDENTIFIERS- *Place of Birth

A comparison of the educational attainment of white natives and children of white immigrants in the United States for a 90-year period from 1890 to 1980 indicates that the higher achievement of the children of immigrants has been a general phenomenon over several decades. Natives are defined as American-born with American-born parents; children of immigrants have one or more foreign-born parent. Statistical data were analyzed from the United States Census. Due to variations in the collection of census data, only Caucasian students were analyzed. The following findings are reported: (1) the school enrollment of children of immigrants exceeded that of natives, although the separation narrowed between 1900 and 1970; (2) rates of educational attainment for both groups were similar in 1950 but the educational attainment of children of immigrants increased over time and at higher educational levels; and (3) children of immigrants tended to have higher acceleration rates and lower retention rates than natives, suggesting higher proportions of superior-achieving students among immigrants' children. These findings appear to cast doubt on theories of cultural discontinuity, and to suggest that the effects of cultural discontinuity may be more social than academic in nature. Educators and the general public do not appear to be aware of the high levels of educational attainment that have been characteristic of the children of white immigrants, a fact that has resulted in inappropriate educational policies and a research focus on the failures of immigrant children. A list of 45 references and 4 tables of statistical data are appended. (FMW)

ED 319 830 UD 027 417

Brumberg, Stephen F.
Designing an Education for Life in Two Worlds: The Founding of the Bureau of Jewish Education of New York City.
PUB DATE- 20 Apr 90
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Acculturation; *Adjustment (to Environment); *Biculturalism; Educational History; Elementary Secondary Education; *Immigrants; *Jews; Multicultural Education;

*Supplementary Education
IDENTIFIERS- *Jewish Studies; New York (New York)

The Bureau of Jewish Education, founded in 1910 as part of the Kehillah (Jewish Community) of New York City, had a seminal and lasting influence on the education of Jews in America. The New Jewish Educators trained at the Bureau stressed the cultural breadth and historical depth of Judaism while emphasizing that Jewish education was supplementary to and compatible with modern American public school education, a viewpoint that went unchallenged until the founding of the Orthodox and Hasidic day schools in the 1950s and 1960s. At the turn of the century, the two major waves of German and East European Jewish immigrants who were engaged in the process of assimilation into American culture feared the loss of Jewish religion and culture. The New Jewish Educators advanced a bicultural alternative to total assimilation into the majority culture based on two separate school systems that would support a complementary Jewish culture and would attract and hold American Jewish youth. Between 1915 and 1938 Bureaus were started in many major cities and resulted in the founding of Hebrew Teachers Colleges in Chicago, Cleveland, Boston, and Baltimore to train modern professional Jewish educators. Forty-seven footnotes are included. (FMW)

ED 319 831 UD 027 418

Abi-Nader, Jeannette
Helping Minority High School Students Redefine their Self-Image through Culturally Sensitive Instruction.

PUB DATE- 19 Apr 90
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; *Aspiration; Communication Skills; Cultural Awareness; *Cultural Enrichment; Educational Strategies; Ethnicity; High Schools; *High School Students; *Minority Group Children; Modeling (Psychology); *Multicultural Education; Participant Observation; Perspective Taking; Role Playing; Secondary Education; *Self Concept; Self Efficacy; Self Esteem; Teaching Methods; Urban Education

This report is based on an ethnographic study of a multicultural "college prep" program catering to minority students. It was part of the elective bilingual education offering at a large urban high school, and recorded an 11-year history of successfully graduating Hispanic high school students and sending at least 65% of them on to college. The report briefly describes the study and the research site, the program, and the participants. A major portion of the paper contains an explanation and examples of strategies which became evident in the teacher's approach to motivating the students in the program and to raising their self-esteem. Redefining the image of self is the goal of strategies the teacher uses to help the students imagine success and have the confidence to pursue it. This is accomplished by helping students in the following areas: (1) to be proud of their heritage; (2) to feel that their people can achieve success and reverse stereotypes; and (3) to develop adaptive behavior that will facilitate success in a new culture. The teacher helps the students redefine their self-image as learners and as communicators in the following ways: (1) by raising expectations and standards for academic and social performance; (2) by using positive language in clasroom interaction both to praise students for their successes as well as to correct mistakes; and (3) by giving them the opportunity to "try on" new images through role-playing. The teacher helps them redefine their concept of self as communicators through the director/actor approach. The teacher also uses a director/actor approach to model language production and requires that students imitate the way he, as the "expert," does it. The results of the study and the implication for the design of instruction in multicultural classrooms are discussed. (JS)

DOCUMENT RESUME

ED 319 832 UD 027 419

Mueller, Elizabeth Jane
The Assessment of Risk Factors in a Student Population.
PUB DATE- Apr 90
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Dropout Characteristics; *Dropout Prevention; Dropout Rate; Failure; *High Risk Students; *High School Freshmen; High Schools; Low Achievement; Nontraditional Education; *Potential Dropouts; *Predictor Variables; Reading Tests
IDENTIFIERS- *Cincinnati Public Schools OH

This paper identifies and assesses factors that may characterize students at risk of dropping out, based on a ninth grade class of Cincinnati (Ohio) public school students which was followed for five years, from 1984-85 to 1988-89. The paper aims to develop a quick, easy, and reliable method that teachers, counselors, and principals can use to select at-risk students for intervention strategies. The following factors are assessed: (1) race; (2) sex; (3) reading achievement; (4) promotion to the next grade level; and (5) type of high school. The following factors were determined to be risk factors for the ninth grade cohort: (1) being male; (2) having a total reading National Curve Equivalent in the bottoom third of distribution on the California Achievement Test; (3) repeating the ninth grade; and (4) being enrolled in a comprehensive (non-alternative) school. Once a factor has been identified as a risk factor, the method for selecting students for intervention is based on summation of the individual student's risk factors where each factor counts one. Graduation was the termination event for 90 percent of the students who had a risk score of zero. Conversely, dropping out was the terminating event of over 80 percent of the students who had a risk score of four. Ten tables are included. (JS)

ED 319 833 UD 027 422

Handel, Ruth D.
Shared Visions, Double Vision, and Changing Perspectives: A College/School Parent Participation Program.
Montclair State Coll., Upper Montclair, N.J.
PUB DATE- Apr 90
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; College Role; *College School Cooperation; Cooperative Programs; Elementary Secondary Education; Ethnography; *Family Programs; Higher Education; *Parent Participation; Program Descriptions; Program Implementation; *Reading Programs; Teacher Role; Urban Programs
IDENTIFIERS- *Collaboratives

This ethnographic study describes the relationships involved in the Partnership for Family Reading, a collaborative project between Montclair State College and a low-income urban school district to promote parent involvement in children's literacy development. Participant observation and other ethnographic research methods were used to produce descriptive data and subject it to critical analysis. The Partnership began in one elementary school in early 1987 and expanded to seven schools. The following summary findings are reported: (1) during the Initiation Phase, 1987/88, a larger structure under which the project was operating helped support the project and initiate it in three schools, but funding was not sufficient to extend the program to all eligible schools; (2) during the Implementation Phase, 1988/89, external funding allowed the program to expand to all seven schools where collegial relationships were developed among participating teachers as well as among teachers and administrators; and (3) during the Continued Implementation Phase, 1989/90, longevity in the program, teacher factors, and school organization helped the three original schools cope best with district-level restrictions and strengthen their programs, while parent factors proved important in expanding the program in one school and maintaining the faltering program in another school. The program's overall ethos of collaboration and the goal of teacher ownership leading to institutionalization in the schools contributed to unexpected results, diversity of program operation in the seven schools, and some differences as well as emerging similarities in goals identified by the college researcher and the school personnel. A list of 19 references and a chart illustrating selected characteristics of participating schools are appended. (FMW)

ED 319 834 UD 027 433

Lewis, James H.
Racial Equity and Local School Council Elections. Draft.
Chicago Urban League, Ill. Dept. of Research.
PUB DATE- Apr 90
NOTE- 17p.
AVAILABLE FROM- Chicago Urban League, 4510 South Michigan, Chicago, IL 60653.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Blacks; *Citizen Participation; *Citizens Councils; *Community Control; *Elections; Elementary Secondary Education; Hispanic Americans; Politics of Education; *Racial Composition; School Based Management; Statistical Analysis; Urban Schools; Whites
IDENTIFIERS- *Illinois (Chicago)

A comparison of the racial composition of parent, community, and teacher representatives elected in autumn 1989 to Local School Councils (LSCs) in Chicago to the racial/ethnic mix of the populations they represent indicates significant racial disparity on a city-wide basis. Statistical data were analyzed from 503 of a total of 540 schools (about 90 percent). The following findings are reported: (1) whites won about 8 percent more of the parent seats than would have been predicted on the basis of student enrollment patterns and blacks won about 10 percent more of the community representative seats than would have been predicted on the basis of their proportion of the population of neighborhoods surrounding school areas; (2) the tendency for white overrepresentation as parent representatives was primarily a result of elections in the Northeast section of the city and in schools with comparatively high levels of voluntary transportation; (3) the tendency for black overrepresentation as community representatives was an across-the-board phenomenon; (4) Subdistrict Councils are racially representative based on racial proportions of elected LSCs; (5) based on Subdistrict Council memberships, blacks are overrepresented by about 20 percent as delegates from the subdistrict councils to the School Board Nominating Commission; and

(6) whites are overrepresented among teacher, community, and principals relative to student body percentages. Statistical data are included on 10 graphs, 5 tables, and 1 map. (FMW)

ED 319 835 UD 027 436

Govan, Reginald C., Ed.; Taylor, William L., Ed.
One Nation, Indivisible: The Civil Rights Challenge for the 1990s.
Citizens Commission on Civil Rights, Washington, DC.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
REPORT NO.- ISBN-0-9622865-0-8
PUB DATE- 89
NOTE- 659p.
LANGUAGE- English
EDRS Price - MF03/PC27 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- *Civil Rights; *Civil Rights Legislation; Equal Education; Equal Opportunities (Jobs); *Equal Protection; Federal Government; *Federal Legislation; Feminism; *Government Role; *Law Enforcement; Research Reports; Voting Rights
IDENTIFIERS- *Reagan Administration

This report reviews and summarizes 28 reports on the status and enforcement of civil rights legislation. All aspects of federal law and policy that deal with equal opportunity for racial and ethnic minorities, women and the elderly are investigated in the following areas: (1) administration of justice; (2) education; (3) employment rights; (4) health; (5) housing; (6) language rights; (7) minority business development; and (8) political rights. The rights of institutionalized persons and the rights of the disabled are treated in two separate sections. Each report focuses on the following major issues: (1) evidence of continuing inequality; (2) the role of the Federal Government in the development of proscriptions against discrimination as they existed in 1981; (3) the efforts of the Reagan Administration to modify or change longstanding interpretations of key protection and enforcement policies; (4) the enforcement record of agencies responsible for compliance; (5) emerging policy questions; and (6) recommendations to strengthen enforcement. The report concludes that the campaigns by the Reagan Administration to repeal fundamental policies providing for broad coverage of civil rights laws and affirmative remedies by and large were unsuccessful. However, there is confusion about the federal commitment to equality of opportunity, and the elimination of effective enforcement programs has resulted in the denial of opportunity to many. The Bush Administration must reaffirm its commitment to equal opportunity, reinstate enforcement programs, and restore the public's confidence in government's adherence to existing law. A total of 2,467 endnotes divided by chapter, information about the contributors, and a list of cases dealing with the civil rights of prisoners are appended. (FMW)

ED 319 836 UD 027 437

Bastian, Lisa D.
Hispanic Victims. Special Report.
Department of Justice, Washington, D.C. Bureau of Justice Statistics.

PUB DATE- 90
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - General (140)
DESCRIPTORS- Blacks; *Community Characteristics; *Crime; Criminals; Demography; Educational Attainment; *Hispanic Americans; Homeowners; *Incidence; Occupations; Place of Residence; Racial Differences; Rape; Stealing; *Victims of Crime; Violence; Whites
IDENTIFIERS- *National Crime Survey

This report provides detailed information about crimes committed against Hispanics from 1979 to 1986 based on the U.S. Bureau of Justice Statistics' National Crime Survey (NCS). The rate of violent crime committed against Hispanics each year surveyed is examined and compared to that for non-Hispanics. The demographic characteristics of the Hispanic population, based on the NCS, are presented. The following characteristics of Hispanic and non-Hispanic victims are described: (1) education; (2) occupation; (3) home ownership; and (4) location of household. Based on this information, and given the higher representation of Hispanics in high-crime-risk categories, when Hispanic and non-Hispanic victims with the same characteristics are compared, the Hispanics' higher overall rate of criminal victimization often disappears. An analysis of the following aspects of crime against Hispanics is presented: (1) place where violent crimes occurred; (2) who committed them; (3) outcomes of violent crimes; and (4) whether they were single-offender or multiple-offender victimizations. The major finding from this analysis is that, compared to other groups, Hispanics are victimized particularly by robbery. A discussion of the methodology used by the NCS to collect data is included. Data are presented on 18 tables. A list of Bureau of Justice publications, available free to the public, is appended. (JS)

ED 319 837 UD 027 438

Toby, Jackson
Violence in Schools. Research in Brief.
Department of Justice, Washington, D.C. National Inst. of Justice.
PUB DATE- Dec 83
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - General (140)
DESCRIPTORS- Census Figures; Compulsory Education; Criminals; *High School Students; *Incidence; *Junior High School Students; Prevention; Rape; Secondary Education; *Secondary School Teachers; Stealing; Teacher Response; *Victims of Crime; *Violence

This brief summarizes what is presently known about violence in schools and provides recommendations for preventing the violence. The following findings are presented concerning the prevalence of school violence: (1) both teachers and students are in greater danger of losing their property through theft than of being assaulted or robbed; (2) both teachers and students tend to be victimized more violently in larger cities; (3) rates of assaults on and robberies of students were twice as great in junior high schools as in senior high schools; and (4) there is no difference in the robbery rate of teachers in junior and senior high schools except in the largest cities. The following survey findings are presented concerning reactions to school violence: (1) four percent of all secondary school students said that they stayed home from school out of fear at least once in the past month; and (2) 12 percent of secondary school teachers said that they had hesitated to confront misbehaving students in the past month. The following findings are presented concerning perpetrators of school violence: (1) students are the main perpetrators nationwide; and (2) in large cities the majority of perpetrators are strangers to the victims. Recommendations are made to lower the compulsory attendance age to 15 or lower in order to eliminate those students who view school as a prison or as a compulsory recreation center, and thus provide a safe environment for those who want to attend. Six tables and seven references are included. (JS)

ED 319 838 UD 027 441

Marks, Ellen L.
A Review of Information on Institutionalized Youths and the ECIA Chapter I Neglected or Delinquent Program.
Policy Studies Associates, Inc., Washington, DC.; Research and Training Associates, Inc., Overland Park, KS.; Westat, Inc., Rockville, MD.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Apr 88
NOTE- 53p.
CONTRACT- 300870124
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Basic Skills; Child Neglect; *Correctional Education; Delinquency; Federal Programs; *Institutionalized Persons; Juvenile Justice; Literature Reviews; *Program Evaluation; *Rehabilitation Programs; *Supplementary Education; *Youth
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

This paper reviews and summarizes available information on the neglected or delinquent youth population, on education programs for delinquent youth, and on the Neglected or Delinquent (N or D) program funded under Chapter 1 of the Education Consolidation and Improvement Act that serves a portion of that population residing in state-operated or state-supported facilities. Relatively few neglected or abused children who have not been charged with any crime are assigned to state facilities; delinquent youth, who have been arrested and charged with a crime, are managed through another set of procedures in the juvenile justice system; and some youth under the age of 21, whose offenses or behavior warrant adult treatment, are adjudicated through the adult criminal justice system. Correctional facilities may offer multiple services to inmates, such as education, training, and employment. Academic instruction in juvenile facilities may constitute a major portion of the inmate's day and is often individualized; adult facilities offer a wider range of voluntary programs and instructional techniques vary depending on the inmates' skill levels. One of the chief purposes of education for institutionalized youth is to prepare them for re-entry into non-institutionalized settings, but little information is available on outcomes. To be eligible for Chapter 1 services, an institutionalized youth must lack a high school diploma and be enrolled for at least 10 hours per week in an organized program of instruction supported by non-federal funds. Program evaluation research is scant, the literature has little common focus, and findings are often not generalizable because of the limited scope of past studies. Statistical data are included on nine tables. A list of information sources and a list of 76 references are appended. (FMW)

ED 319 839 UD 027 442

Takaki, Ronald
Strangers From a Different Shore. A History of Asian Americans.
REPORT NO.- ISBN-0-316-83109-3
PUB DATE- 89
NOTE- 570p.
AVAILABLE FROM- Little, Brown and Company, 205 Lexington Ave, New York, NY 10016 ($24.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- *Adjustment (to Environment); *Asian Americans; Books; Educational Discrimination; *Equal Opportunities (Jobs); *Ghettos; Immigrants; Personal Narratives; *Racial Discrimination; Refugees; Social Environment; Stereotypes; United States History
IDENTIFIERS- *Model Minority Groups

This book uses personal narratives to illustrate the history of Asian Americans from the arrival of the first Chinese laborers in Hawaii in the nineteenth century to the recent arrival of Southeast Asian refugees in the 1960s. The histories and contributions of the following groups are outlined: (1) Japanese; (2) Chinese; (3) Koreans; (4) Filipinos; (5) Asian Indians; (6) Vietnamese; (7) Cambodians; and (8) Laotians. The development of ethnic solidarity in the face of exclusion, the growth of ethnic urban communities, and the impact of World War II are emphasized. The fastest growing ethnic minority in the United States, Asian Americans have recently been hailed as the "model minority" and their accomplishments have been lauded as an affirmation of the American Dream. Yet, Asian Americans have been traditionally perceived as foreigners in their own land and encounter discrimination in higher education and employment. Asian American engineers often encounter the "glass ceiling" in high-tech industries, through which they can view but never attain top management positions. Thirty-one black-and-white illustrations and a map of Asia are included. A list of 1,017 references, an index, and a brief biography of the author are appended. (FMW)

ED 319 840 UD 027 444

Estes, Nolan, Ed.; And Others
Magnet Schools. Recent Developments and Perspectives.
REPORT NO.- ISBN-0-9626431-0-6
PUB DATE- 90
NOTE- 228p.
AVAILABLE FROM- Reho, Inc., 1600 Fair Valley Trail, Austin, TX 78749 ($19.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- Anthologies; Educational Research; Elementary Secondary Education; Equal Education; *Magnet Schools; Models; Nontraditional Education; *Outcomes of Education; Program Descriptions; *Program Evaluation; *School Choice; *School Desegregation; Urban Schools; Voluntary Desegregation
IDENTIFIERS- *Research Summaries

This two-part anthology of research summaries examines the potential of magnet schools to provide equal education and educational access for minority group children and reviews successful magnet programs. Part 1, "Magnet Schools, Desegregation, and Choice," contains the following chapters: (1) "Using Magnet Schools for Desegregation: Some Suggestions from the Research (C. Ascher); (2) "The Accomplishments of Schools of Choice" (M. A. Raywid); (3) "Desegregation and Regional Magnetization" (D. U. Levine and E. E. Eubanks); and (4) "Conclusions from a National Study" (R. Dentler), which summarizes the findings of a 1982 evaluative survey of magnet programs. Part 2, "Magnet Plans and Policies," contains the following chapters: (5) "The Success of Magnet Schools: The San Diego Experience" (E. J. Brown, G. T. Frey, J. Garbosky, N. Shelburne, and E. A. Tomblin); (6) "Magnet School Placement: A Model" (A. Leahy and D. R. Waldrip); (7) "Kansas City, Missouri: A Comprehensive Magnet Plan" (P. D. Hale); (8) "Evaluation of a Magnet School System: A Case Study Approach" (B. C. Clewell and M. F. Joy); and (9) "Program Marketing and Student Recruitment" (P. Murdock). Statistical data are included on 11 tables and most chapters include a list of references. (FMW)

ED 319 841 UD 027 445

Our Children, Our Future.
Federal City Council, Washington, DC.
PUB DATE- Jun 89
NOTE- 208p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Compensatory Education; *Curriculum; Educational Assessment; Educational Change; Elementary Secondary Education; Facility Improvement; Financial Support; Preschool Education; *Program Development; *School Based Management; School Organization; *School Restructuring; *Teacher Welfare; Urban Education
IDENTIFIERS- *District of Columbia

This report presents a comprehensive plan, developed by the D.C. Committee on Public Education, to help strengthen the public schools in the District of Columbia. Chapter 1, "An Introduction: A Vision of the Future," contains the following sections: (1) "Description of the Committee"; (2) "Philosophy and Beliefs of the Committee"; (3) "The Mandate for Reform"; and (4) "A Vision of the Future." Chapter 2, "Major Educational Reforms: Children Come First," contains the following sections: (1) "The Early Years: A Strategy for Reaching Those in Need with High-Quality Programs"; (2) "The Curriculum: A Revitalization"; (3) "Standards that Promote Learning"; (4) "Expansion of the School Day and the School Year"; and (5) "A System of Distinction with Alternatives of Excellence." Chapter 3, "Teachers: The Heart of Effective Schools," contains the following sections: (1) "Toward a Professional Workforce"; (2) "Compensation, Career Ladders, and Incentive Pay"; (3) "New Criteria for Teaching in the District of Columbia"; and (4) "In-Service Training Needs and Instruction." Chapter 4, "School Management: A Redirection," contains the following sections: (1) "School-Based Management and Leadership"; (2) "The City's Governance Dilemma: Thoughts on a Resolution"; and (3) "The School as a Business: Management Improvements that are Essential." Chapter 5 is "Facilities: The Need for Better Buildings." Chapter 6 is "Financing: How to Pay for a Better School System." Chapter 7 is "Implementation: How to Begin the Plan." Fifteen tables and 34 figures are included. Information on those involved in developing the plan and the goals for students suggested by the Committee are appended. (JS)

ED 319 842 UD 027 446

Farrar, Eleanor; Connolly, Colleen

Improving Middle Schools in Boston: A Report on Boston Compact and School District Initiatives.

State Univ. of New York, Buffalo.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.
PUB DATE- Sep 89
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Cooperative Education; *Cooperative Programs; Dropout Prevention; Educational Change; Enrichment Activities; *High Risk Students; Intermediate Grades; Junior High Schools; *Middle Schools; *Nontraditional Education; Program Descriptions; *School Business Relationship; Urban Schools; Work Experience Programs
IDENTIFIERS- Collaboratives; *Massachusetts (Boston)

This report discusses the improvement initiatives in Boston (Massachusetts) middle schools triggered by the work of the Boston Compact to promote education-business collaborations to improve the public schools and provide better job and college-going opportunities for Boston students. Section 1 describes a study that was initiated to learn whether business-sponsored education activities, which originally focused on the high schools, had moved down to the city's middle schools. The following programs are discussed: (1) the Boston Compact; (2) the Compact Ventures Program; (3) the Boston Plan for Excellence; (4) community social service agencies; and (5) the School Department. Section 2 discusses relationships between middle schools and various Boston businesses, and the services and assistance the schools have received through those relationships. Section 3 presents brief case studies of seven middle schools. Section 4 reviews statistical data on change in the schools along the following dimensions for 1984-85 and 1987-88: (1) student achievement; (2) percent of students taking the MAT (Metropolitan Achievement Test); (3) attendance; (4) suspensions from school; and (5) dropout rate. Section 5 considers the middle schools' capacity to implement an improvement agenda that calls for the following changes: (1) strengthen the academic curriculum; (2) increase personal student-adult contact; and (3) produce high expectations for students. Eight figures are included. (JS)

ED 319 843 UD 027 447

Porter, Kathryn H.
Making JOBS Work. What the Research Says about Effective Employment Programs for AFDC Recipients.
Center on Budget and Policy Priorities, Washington, DC.
SPONS. AGENCY- Foundation for Child Development, New York, N.Y.; Joyce Foundation, Chicago, IL.
PUB DATE- Mar 90
NOTE- 103p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; *Compliance (Legal); *Family Programs; Federal Legislation; Federal Programs; *Job Training; Literature Reviews; *Program Development; Program Effectiveness; *State Programs; *Welfare Recipients
IDENTIFIERS- *Aid to Families with Dependent Children

This report synthesizes some of the most significant research findings on job training programs. It relates them to the decisions faced by states as they implement the Jobs Opportunities and Basic Skills (JOBS) Training Programs mandated by the Federal Family Support Act of 1988, which must be structured to meet the needs of recipients of Aid to Families with Dependent Children (AFDC). The following findings are reported: (1) changes in the workforce affect job prospects of AFDC recipients; (2) employment programs are not equally effective for all participants; (3) more intensive services are required for those with greater barriers to employment; (4) interagency cooperation can provide more intensive services; (5) employment programs for two-parent families are not effective; and (6) voluntary programs can be effective. While changes in the workforce in the next decade will likely improve the job prospects of many workers, those with less education and poor skills may be left out, so states may find it advantageous to exceed the minimum requirements of the Family Support Act in the following service areas: (1) basic literacy; (2) postsecondary education; (3) intensive education and training programs; (4) job placements that provide long-term economic security; and (5) early program implementation. A list of 72 references and an order form for other publications are appended. (FMW)

ED 319 844 UD 027 448

Brandon, Paul R.
Gender Differences in Educational Attainment among Asian Americans in the High-School-and-Beyond Senior-Cohort Third Follow-Up Survey.
Hawaii Univ., Manoa. Coll. of Education.
PUB DATE- 17 Apr 90
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- American Indians; *Asian Americans; Blacks; Chinese Americans; Cohort Analysis; *Educational Attainment; Females; Filipino Americans; Higher Education; Hispanic Americans; *Immigrants; Japanese Americans; Longitudinal Studies; Males; *Racial Differences; Research Needs; *Sex Differences; Whites
IDENTIFIERS- *High School and Beyond (NCES); *Research Suggestions

Analysis of data from the High School and Beyond (HS&B) longitudinal survey suggests that young Asian American females reach higher levels of educational attainment more quickly than young Asian American males and that these differences are most noteworthy among immigrants or the children of immigrants, Chinese Americans, and Filipino Americans. HS&B statistical data were analyzed from the 1986 follow-up survey of 1980 high school seniors. The following findings are reported: (1) Asian American females' educational attainment was significantly higher than that of Asian American males when compared to the gender differences found among Blacks, Hispanics, Native Americans, and Whites; (2) the effect of the language spoken at home was significant for Chinese American females and Filipino American males; (3) no significant sex differences in educational attainment were found for Asian Americans from homes where English was spoken, but Asian Americans whose home language wasn't English included a higher percentage of high-attaining females than males; and (4) Chinese American and Filipino American females had significantly higher levels of attainment than males, while Japanese American and other Asian American males had slightly higher levels of attainment than females. Further research might examine the gender differences in parental treatment, acculturation, and motivation on Asian American females and males. A list of 27 references and three tables of statistical data are appended. (FMW)

DOCUMENT RESUME

ED 319 845 UD 027 449

Stronge, James H.; Helm, Virginia M.
Residency and Guardianship Requirements as Barriers to the Education of Homeless Children and Youth.
PUB DATE- 17 Apr 90
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; *Disadvantaged Youth; Educational Legislation; *Federal Legislation; *Homeless People; Incidence; Policy Formation; *Residence Requirements; State Legislation; Student Needs; Surveys
IDENTIFIERS- Guardianship; *Stewart B McKinney Homeless Assistance Act 1987

The purpose of this study was to ascertain the impact of residency and guardianship requirements on the provision of educational opportunities to homeless children and youth. Specifically, the study sought to identify existing legal entanglements, from both state and local policy sources, that resulted in the denial of a free, appropriate public education to these students. In addition, remedies to these problems are analyzed and recommendations made to alleviate their recurrence. Section 1 includes the following parts: (1) "Incidence of Homelessness"; (2) "Definitions of Homelessness"; and (3) "Federal Legislation for the Homeless." Section 2 presents the methodology of the study, which included a survey of homeless service providers and public school officials and a case law review. Section 3 discusses the results of the survey and the case law review, which included an exploration of cases specifically involving residence and guardianship requirements as barriers to education. The study found that the educational provisions of the McKinney Homeless Assistance Act are essentially non-regulatory, relying on meager funding to motivate states to confront the problems of educating homeless children and youth. In addition, since future funding is uncertain, advocates for the homeless may have the greatest impact by focusing their efforts on state legislatures and state education agencies to remove or minimize the residency and guardianship barriers to education. Three tables and three figures are included. A list of 28 references is included. (JS)

ED 319 846 UD 027 450

Turner, Margery Austin; Page, Douglas B.

Metropolitan Housing Opportunities for Poor and Working Class Minorities.

Urban Inst., Washington, D.C.

PUB DATE- Oct 87
NOTE- 56p.
AVAILABLE FROM- The Urban Institute, 2100 M Street, NW, Washington, DC 20037.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Blue Collar Occupations; Costs; *Economic Factors; Employment Opportunities; Housing Needs; *Labor Needs; *Minority Groups; Population Distribution; *Suburban Housing; Suburbs; Trend Analysis; *Urban Areas; Urban to Suburban Migration

This paper presents the results of an exploratory analysis of suburban housing opportunities for working class minorities, using data for the nation as a whole and for five metropolitan areas. Chapter 1 is an introduction and summary of the paper. Chapter 2, "Dimensions of the Problem," covers the following topics: (1) household incomes and housing location; (2) housing expenditures and affordability; and (3) suburban housing opportunities. Chapter 3 "Addressing the Problem," covers housing policy matrix and designing a metropolitan strategy. Section 4, "Keys to Understanding the Problem Better," covers the following topics: (1) availability of affordable housing; (2) location of affordable housing; (3) minority access to affordable housing; and (4) summary. This analysis demonstrates that serious problems of excessive cost and lingering discrimination discourage poor and working class minorities from gaining access to affordable housing opportunities in the suburbs. Moreover, these problems appear to prevail in most U.S. metropolitan areas. However, the composition and causes of these problems vary substantially from one metropolitan area to another. Thus, solutions must be tailored to the metropolitan context, and must be supported by thorough analyses of local patterns of housing affordability and availability. Seven tables, six figures, and one matrix are

presented. A list of 10 references is included. Operational definitions of income classes and affordability standards are appended. (JS)

ED 319 847 UD 027 451

Characteristics of the National School Lunch and School Breakfast Program Participation.
Urban Inst., Washington, D.C.
PUB DATE- Dec 87
NOTE- 54p.
AVAILABLE FROM- The Urban Institute, 2100 M Street, NW, Washington, DC 20037.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Breakfast Programs; Costs; Elementary Secondary Education; Eligibility; *Family Characteristics; *Family Income; Federal Programs; Low Income Groups; *Lunch Programs; *Participant Characteristics; Participation; *Poverty Programs; Race
IDENTIFIERS- *Child Nutrition Act 1966; *National School Lunch Act 1946

This report uses data collected during the National Evaluation of School Nutrition Project (NESNP-II) in 1983-84 to describe the characteristics of students and households eligible for the National School Lunch Program (NSLP) and School Breakfast Program (SBP), and the characteristics of NSLP and SBP participants and their households. The NESNP-II data represent the only extensive examination of the NSLP and SBP since passage of the Omnibus Budget Reconciliation Act (OBRA) of 1981, which enacted a number of significant program reforms including the following changes: (1) a reduction in the reimbursement rates for paid and reduced-price meals; (2) tightened income eligibility requirements; (3) simplified program rules; and (4) increased verification requirements. Thus, an examination of the participants would highlight the changes resulting from OBRA. A description of the NSLP and SBP as they operated in the school year 1983-84 is presented. The following aspects of student and household characteristics are discussed: (1) program availability; (2) participation in school meal program; (3) distribution of meals by price status; (4) distribution of meals based on household characteristics; (5) household income; and (6) transfer income. Sixteen tables are included, along with three figures. Appendix A contains supplementary data tables. Appendix B contains tables concerning the differences in child nutrition program data and NESNP-II household survey data. (JS)

ED 319 848 UD 027 452

Fick, Ana Correa; Thomas, Sarah Moody

Determinants of Smoking Status of Black Urban Adolescents.

PUB DATE- Aug 89
NOTE- 8p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; At Risk Persons; *Black Students; Cognitive Style; Demography; *Educational Environment; *Grade 9; High Schools; Junior High Schools; *Locus of Control; Questionnaires; Sex Differences; *Smoking; *Social Influences; Urban Youth

This study investigated the relationship between locus of control orientation and adoption of cigarette smoking among ninth grade urban black Southern students. It sought to identify this relationship and determine if school-setting (junior or senior high school) or gender-related differences exist. The following information was used to assess student characteristics: (1) demographic questionnaire data; (2) self-report behavioral data regarding exposure to and experimental usage of cigarettes as well as current smoking patterns, and parental and peer use of cigarettes; and (3) measures of each student's Internal, Powerful Others, and Chance expectations of control, using Levenson's multidimensional inventory of locus of control. The analysis revealed a significant main effect for school setting: a higher proportion of senior high students than junior high students reported never having tried cigarettes; more junior high students than senior high students reported having tried cigarettes "once or twice." Internal classification was also found to be significantly related to the students' smoking status: students classified as High on the Internal scale were more likely to be "triers" or "smokers." No significant main effects were found for gender, Powerful Others, or Chance; there were no significant interaction effects. Discriminant analyses were conducted to identify students at risk for smoking. Three tables are included. (JS)

ED 319 849 UD 027 453

Torres, Marcia; And Others
D.S.E. Citywide Chapter 1, Part B Institutionalized Facilities Program 1988-89.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Jan 90
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compensatory Education; Curriculum Enrichment; Daily Living Skills; Elementary Secondary Education; Individual Development; *Institutionalized Persons; *Job Skills; Program Content; Program Effectiveness; Program Improvement; *Remedial Instruction; Residential Schools; Special Needs Students; Urban Education
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *New York (New York)

This report presents a final evaluation of the Chapter 1, Part B Program for Neglected and Delinquent Children, Citywide/District 75 Institutionalized Facilities Program. This program was designed to provide after-school supplementary instruction in prevocational skills, activities of daily living, and academic remediation to students between the ages of 7 and 21 who reside in group homes and institutions for the delinquent and disabled throughout the five boroughs of New York City (New York). Its main purpose was to prepare students to be independent after leaving the institution. The following chapters are included in this report: (1) "Introduction"; (2) "Evaluation Methodology"; (3) "Evaluation Findings"; and (4) "Conclusions and Recommendations." The following topics are covered in Chapter 3, "Evaluation Findings": (1) program organization; (2) program personnel; (3) site selection; (4) student selection; (5) student characteristics; (6) program setting; (7) curriculum; (8) student instruction; (9) instructional materials; (10) program procedures; (11) limits on program effectiveness; and (12) student outcomes. The strengths of the program are discussed, and improvements are suggested. Findings indicate that the pupil mastery objective was attained by 91 percent of the population served. Teachers also reported that the majority of students showed marked improvement in self-esteem and attitudes toward work and school. Five tables are included. (JS)

ED 319 850 UD 027 454

Berney, Tomi D.; Gritzer, Glenn
Asian-American Communications In-School Staff and Parent Workshops 1988-89. OREA Evaluation Section Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

PUB DATE- Feb 90
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Asian Americans; *Cross Cultural Training; *Cultural Awareness; Cultural Education; Elementary Secondary Education; Intergroup Relations; *Parent Participation; Program Improvement; Social Networks; Social Services; *Staff Development; *Student Needs; Teacher Workshops
IDENTIFIERS- New York City Board of Education

This report presents an evaluation of the Asian-American Communications (A-AC) In-School Staff and Parent Workshops program in New York City public schools for the 1988-89 school year. A-AC provided workshops on Asian cultures for schools with large Asian populations and acted as a resource center by offering support services to interested schools. The following major program objectives are discussed in this report: (1) to conduct a field survey in each school to gather information on specific problems and needs regarding Asian American students; (2) to conduct a 15- to 30-minute presentation and discussion based on needs identified by the field survey for 40 to 200 personnel at 30 schools; and (3) to provide follow-up activities based on the information gathered at the workshop and to provide crisis intervention, mediation, parent networking, and translation services upon request. Evaluation methodology is briefly discussed. The evaluation indicates that all of the program's primary objectives were met, except for attendance. There was no available data to assess the attendance objective of the 40 to 200 participants per school. Most workshop participants rated the sessions well-organized, but indicated that the opportunity for question-and-answer interaction was sometimes limited. Participants gave high ratings to the workshops in terms of their usefulness and information. Recommendations for improving this program are discussed. (JS)

ED 319 851 UD 027 455

Dougherty, Van; And Others
Current Practice: Is It Enough?
Education Commission of the States, Denver, Colo.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE- Jun 89
NOTE- 36p.
AVAILABLE FROM- ECS Distribution Center, Suite 300, 1860 Lincoln Street, Denver, CO 80295 (AR-89-1; $6.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Black Students; *Cooperative Programs; Coordination; Disadvantaged Youth; Dropout Prevention; Educational Change; Educational Strategies; *High Risk Students; Parent School Relationship; School Effectiveness; *School Policy; *School Restructuring; Secondary Education; Services; Social Status; Staff Development; *Urban Schools

This paper examines current practice for youth at risk of not successfully making the transition to adulthood in six urban secondary schools. It describes the major elements of at-risk policies and programs and raises concerns about the strategies currently in place at the sites. The following strategies are discussed: (1) curriculum and instruction intervention; (2) social and support services; (3) staff development; (4) world-of-work experiences; (5) collaboration with other agencies; and (6) district leadership. This paper also questions whether the current "state of the art" thinking about youth at risk is enough to meet the challenge these students provide. The following areas of particular concern are discussed: (1) lack of information on outcomes, use of data, program evaluation, and student monitoring; and (2) lack of coordination of at-risk programs and strategies with links to school curricular and social support programs. Finally, this paper examines secondary school characteristics and their impact on at-risk youth, and suggests a framework for thinking about restructuring schools for academic success and achievement for all students. The following topics are discussed concerning this issue: (1) time; (2) curriculum; (3) pedagogy; (4) staffing; (5) location; (6) social organization of instruction; (7) social control; and (8) school-family interaction. A list of 18 references is included. (JS)

ED 319 852 UD 027 457

Marin, Patria V.

Graduating and Dropping Out of High School in the South Bronx.

City Univ. of New York, N.Y. Bernard Baruch Coll. Dept. of Compensatory Programs.

PUB DATE- 90
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Behavior Problems; *Dropout Characteristics; Dropout Research; *Dropouts; Drug Use; Early Parenthood; High Risk Students; *High School Graduates; High Schools; *Hispanic Americans; *Migrants; Potential Dropouts; Questionnaires; *Self Concept; Social Influences
IDENTIFIERS- *New York (Bronx)

This study evaluates the personal, academic, and social factors associated with high school graduation and non-graduation among Hispanics. Subjects for this study included 56 high school graduates, 58 high school equivalency (GED) students, and 50 dropouts from high schools in the South Bronx (New York). The following measurement instruments were used: (1) the High School Study Questionnaire; (2) the Life Event Scale-Adolescents; and (3) the Piers-Harris Children's Self-Concept Scale. The following findings are discussed: (1) the dropout group had a lower self-concept than the graduate and GED groups; (2) dropouts had more children than the other subjects; (3) graduates had lived and studied more years outside the mainland than the GED group; (4) there were no significant differences in life events among the groups; (5) graduates were less likely to be involved with drugs, alcohol, and crime than the GED and dropout groups; and (6) graduates had a better academic record and behavior history than the others. These research findings suggest that given the plight of many low-income U.S. Hispanics, the more time spent living and studying on the mainland the more likely a Hispanic youngster with low self-esteem will not graduate from an inner city high school. A list of 13 references is included. (JS)

ED 319 853 UD 027 458

Hispanic Poverty: How Much Does Immigration Explain? Proceedings from the Roundtable (Washington, D.C., November 27, 1989).

National Council of La Raza, Washington, D.C.

PUB DATE- 27 Nov 89
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; Census Figures; *Economic Status; Ethnic Bias; Ethnicity; Family Income; *Hispanic Americans; Human Capital; *Immigrants; Job Training; *Labor Market; *Poverty; *Public Policy; Statistical Data
IDENTIFIERS- Immigration Impact

This report synthesizes the initial findings of a roundtable discussion related to both immigration and poverty and outlines some preliminary public policy conclusions in order to clarify immediate immigration policy proposals and potential poverty policy implications for the labor market relationship between Hispanic immigrants and disadvantaged U.S.-born Hispanics. The body of the report consists of a discussion paper by Julie Quiroz organized in four parts: (1) "Introduction"; (2) "Immigration and the Measurement of Hispanic Poverty"; (3) "Immigration as a Cause of Hispanic Poverty"; and (4) "Conclusions." The following conclusions are offered: (1) data on the Hispanic foreign-born do not significantly distort statistical measures of Hispanics' overall economic status; (2) U.S.-born and foreign-born Hispanics share similar human capital characteristics and could benefit equally from human capital development; (3) rhetoric which has the effect of "scapegoating" immigrants may be a political barrier to anti-poverty strategies and contributes to broad anti-Hispanic sentiment; and (4) policies that negatively affect immigrants can also have adverse effects on U.S.-born Hispanics. Fifteen figures are included, along with 2 sources, and 40 endnotes. A discussion summary of the roundtable, which brought together advocates, policy analysts, and researchers, is appended. (JS)

ED 319 854 UD 027 459

The Vermont Lighthouse School District Project: Comprehensive Planning for At-Risk Youth.

Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.; Vermont State Dept. of Education, Montpelier.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 90

NOTE- 25p.

CONTRACT- 400-86-0005

AVAILABLE FROM- The Regional Laboratory for Educational Improvement of the Northeast and Islands, 300 Brickstone Square, Suite 900, Andover, MA 01810.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Dropout Prevention; Educational Change; Educational Improvement; *Educational Planning; Elementary Secondary Education; *High Risk Students; *Needs Assessment; *Organizational Objectives; Preschool Education; Program Descriptions; *Program Development

IDENTIFIERS- *Vermont; Vermont (Burlington)

The year-long Lighthouse District Planning Process culminated in the development of a plan that addresses the needs of at-risk students in the Burlington School District and the Orleans Southwest Supervisory Union in Vermont. This final report on the project also serves as a guide that can be used by other districts to construct a comprehensive approach to serving their own at-risk students. Section 1 presents brief case studies of each Lighthouse district. The cases are presented in a way that highlights the process undertaken by each district as well as the plan each devised. Section 2 presents an analysis of how the process worked in the two different settings, urban and rural, including how varying community contexts play a role in shaping outcomes. Section 3 is a Practice Profile of the Lighthouse District Planning Process. This tool will be most valuable to communities that are attempting to integrate measures to assist at-risk youth into the priorities and plans of the school district as well as the larger communities. The components of the planning process outlined in this report can apply to system-wide changes as well as changes only for at-risk students. (JS)

ED 319 855 UD 027 460

Holbrook, Lois, Comp.
At-Risk Youth in Vermont: A Resource Directory.
Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.; Vermont State Dept. of Education, Montpelier.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 86p.
CONTRACT- 400-86-0005
AVAILABLE FROM- The Regional Laboratory for Educational Improvement of the Northeast and Islands, 300 Brickstone Square, Suite 900, Andover, MA 01810.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Dropout Prevention; Educational Change; *Educational Improvement; Educationally Disadvantaged; Elementary Secondary Education; *High Risk Students; Nontraditional Education; Potential Dropouts; Preschool Education; *Program Content; Program Descriptions; *Program Guides
IDENTIFIERS- *Vermont

This resource directory presents profiles of 86 programs serving at-risk students at all grade levels in Vermont schools in order to share useful information about current programs and services. Educators and others can benefit from considering programs and practices already in place and adopting or adapting these to meet the need of their students. Schools already involved in a major improvement or restructuring effort can find among the programs included in this directory specific practices that may enhance their efforts. Programs include a wide range of approaches, from early identification through post-graduation follow-up. Most programs report improved personal and educational outcomes for some of Vermont's students. The following aspects of each program are provided: (1) title; (2) school district and sponsoring agency; (3) contact person; (4) phone number; (5) content of program; (6) grade levels; (7) program description; (8) indicators of success; and (9) unique aspects of the program. Information is provided on the National Diffusion Network, which helps those involved in education acquire resources needed to incorporate exemplary programs into their own programs. Programs for students with severe emotional disturbance are discussed briefly. All program profiles are self-reported. No attempt to identify which are most successful or under what circumstances has been conducted. A blank program profile form is appended. (JS)

ED 319 856 UD 027 461

Kentucky Chapter 1 Program Improvement Guide.

Kentucky State Dept. of Education, Frankfort. Div. of Compensatory Education.

PUB DATE- Jul 89
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accountability; Compensatory Education; *Compliance (Legal); *Educational Change; Educational Improvement; Educationally Disadvantaged; Elementary Secondary Education; Enrichment Activities; Instructional Improvement; *Organizational Objectives; Program Effectiveness; *Program Improvement
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Kentucky

This guidebook was developed to assist local school districts in Kentucky with the implementation of the program improvement section of the Education Consolidation and Improvement Act, Chapter 1. The emphases of the reauthorization of Chapter 1 are accountability and program effectiveness. Each local district must now identify Chapter 1 schools failing to show satisfactory progress and provide a program improvement framework ensuring increased impact of the Chapter 1 programs in each of the schools. In addition, the local districts are required to identify students who have not shown substantial progress and to modify the program to better meet their particular needs. This guide helps districts fulfill these requirements. The following chapters are included: (1) "Introduction"; (2) "Process and Procedures of School Program Improvement"; (3) "Parent Involvement and Program Improvement"; (4) "Timeline"; (5) "Process and Procedures of Student Program Improvement"; (6) "Local Conditions"; (7) "Technical Assistance and 1405 Funds"; and (8) "Appendix." The following items are appended: (1) "Program Improvement Plan Example Format"; (2) "Chapter 1 Program Quality Self-Rating Form"; (3) "Chapter 1 Program Description Form"; (4) "13 Program Attributes; (5) "List of Effectiveness Characteristics"; and (6) "Program Improvement 1405 Funds Application." Two figures are included. (JS)

ED 319 857 UD 027 462

Barancik, Scott
The Rural Disadvantage: Growing Income Disparities between Rural and Urban Areas.
Center on Budget and Policy Priorities, Washington, DC.
SPONS. AGENCY- Aspen Inst., Durham, NH. Rural Economic Policy Program.; Ford Foundation, New York, N.Y.
PUB DATE- Apr 90
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Census Figures; Demography; Economically Disadvantaged; *Economic Factors; Federal Legislation; *Finance Reform; *Income; Poverty; Poverty Areas; *Rural Economics; Rural Population; *Rural Urban Differences; Taxes
IDENTIFIERS- *Income Distribution; *Proposed Legislation

Growing income disparities between wealthy Americans and those in low or moderate income brackets are contributing to a widening income gap between rural and urban areas. Proposed federal tax policy changes would primarily benefit upper income brackets and would likely widen the gap further. An analysis of census data indicates that since the early 1970s, the income gaps between rich and poor families and between rich and middle income families have widened considerably. Since a disproportionately large number of wealthy Americans live in cities, the income gap between rural and urban areas is also widening. The rural-urban impact of the following proposed tax policies that redistribute income upward are examined: (1) reduction of the capital gains tax, which would almost exclusively benefit urban residents; (2) expanded eligibility for tax-deductible contributions to Individual Retirement Accounts (IRAs), which would also go to urban taxpayers, causing significant revenue losses that would eventually have to be financed by tax increases or spending cuts; and (3) establishment of the Family Savings Account plan, which would also cause a transfer in income from rural to urban areas. These three proposals would provide little to the middle three-fifths of taxpayers and almost nothing to the poorest fifth but would benefit the wealthiest fifth; thus residents of urban areas would stand to benefit substantially more than their rural counterparts. Statistical data are included on one graph and three tables. A separate press release summarizing the report is also included. A form for ordering related publications is appended. (FMW)

DOCUMENT RESUME

ED 319 858 UD 027 465

Controlled Choice in Boston: The First Year.
Massachusetts State Dept. of Education, Quincy. Bureau of Equal Educational Opportunity.
PUB DATE- Apr 90
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Desegregation Plans; Educational Improvement; Elementary Education; *Parent Participation; Parent School Relationship; Pilot Projects; Program Evaluation; *Program Implementation; *School Choice; *School Desegregation; School Restructuring; Urban Schools
IDENTIFIERS- *Boston Public Schools

This evaluation of the first-year elementary school implementation of Boston's pilot "controlled choice" student assignment plan found that very little had been accomplished in planning for school improvement and that future desegregation compliance hinges on key decisions about secondary and bilingual education, and the empowerment of administrators, school staff, and advisory councils. The controlled choice assignment plan gives parents the opportunity to indicate preferences for the schools their children will attend and also stimulates school improvement. The plan includes school improvement councils that advise the zone superintendent on the use of state and Federal funds to strengthen schools unable to attract applicants. The new student assignment process did not resegregate schools, as some had feared, despite problems with ambiguous language in the plan, too many white students assigned to kindergarten seats, and lack of an appeals process. Problems with parent information and recruitment were related to delays in decision-making by the superintendent and the school board and to insufficient clarity about which decisions should be made by zone superintendents. The potential for school improvement that is an implicit and essential part of a choice plan has been forestalled by the failure to link the results of parent choice with school-level improvement plans. The plan cannot be extended to high schools until issues concerning the location and size of bilingual programs and curriculum reforms have been decided. Statistical data are included on ten tables. (FMW)

ED 319 859 UD 027 466

Two-Way Integrated Bilingual Education.
Massachusetts State Dept. of Education, Quincy. Bureau of Equal Educational Opportunity.
PUB DATE- Apr 90
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education Programs; Elementary Education; *English (Second Language); *Intercultural Programs; Interdisciplinary Approach; Interviews; Program Descriptions; *Second Language Programs; *Spanish; Urban Schools
IDENTIFIERS- *Massachusetts

This report describes four urban elementary schools in Massachusetts that provide integrated two-way bilingual education to linguistic minority and majority students. Properly designed and implemented, two-way bilingual programs offer a language-rich environment with high expectations for every student in a climate of cross-cultural respect. Linguistic minority children are stimulated in their use of English, while being encouraged to value and employ their home language as well. Information was gathered from classroom visits and interviews with school staff and developed into narrative descriptions. Each profile comprises a summary of background information supplied by program coordinators and the narrative observations and personal reflections of the researchers. The following programs are described: (1) the Rafael Hernandez Elementary School (Boston); (2) the Amigos Program at the Maynard Elementary School (Cambridge); (3) the Growing Together/Creciendo Juntas program at the James F. Hennessey Elementary School; and (4) the Two-Way Bilingual Education Program at the Endicott Early Childhood Center and the Bates Elementary School. The policy of the Massachusetts Board of Education on the education of linguistic minority pupils and a report summarizing integrated bilingual education are included. (FMW)

ED 319 860 UD 027 473

Donaldson, William S.

Summer Academic Skills Enhancement Program. Final Evaluation Report.

Columbus Public Schools, OH. Dept. of Evaluation Services.
PUB DATE- 89
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Basic Skills; Education Work Relationship; Federal Programs; High Schools; *High School Students; Job Skills; *Job Training; Pretests Posttests; Program Evaluation; *Remedial Programs; *Summer Programs; Urban Schools
IDENTIFIERS- *Columbus Public Schools OH; *Job Training Partnership Act 1982

This evaluation of a summer remedial education program found that a substantial number of clients demonstrated criterion-assessed growth. The 1989 Summer Academic Skills Achievement Program was funded by the Private Industry Council (PIC) of Franklin County (Ohio) through the Job Training Partnership Act (JTPA) to provide JTPA clients from Columbus high schools with the reading comprehension, language mechanics, and mathematics computation skills needed for entry-level employment. The 146.4-curriculum hour program also included job readiness skills. The Comprehensive Tests of Basic Skills (CBTS) and an employment skills test were used as a pretests and posttests. Analysis of test scores and student demographic data yielded the following major findings: (1) on average, a client who attended the entire program increased the number of instructional objectives mastered by 25 percent; (2) overall, 58 percent of the clients demonstrated a gain of at least one grade level in at least one of the three curricular areas; (3) of the 117 participants, 75 percent were Black, 15 percent were White, 7 percent were Asian, and three clients had Spanish surnames; (4) 72 percent of the participants attended at least 34 of the 39 days of the remediation program; and (5) about 30.5 percent of the participants achieved the target employment test skills. The program did not include a control group for comparison purposes but relied on the pretest-posttest measures on the treatment group only. Statistical data are included on 18 tables. (FMW)

ED 319 861 UD 027 474

Vroman, Wayne
Industrial Change and Black Men's Relative Earnings: Final Report.
Urban Inst., Washington, D.C.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Jul 89
NOTE- 54p.
AVAILABLE FROM- Urban Institute, 2100 M Street, NW, Washington, DC 20037.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Employment; Blacks; *Business Cycles; Differences; Economic Research; *Employment Opportunities; *Males; *Regional Characteristics; *Salary Wage Differentials; Wages; Whites

This study examines the relative earnings of black men from a time series perspective covering 1930 to 1990. Regression analyses were fitted to annual data to isolate factors responsible for changes in relative earnings. National and regional data on population growth and employment growth by industry were analyzed to determine the degree of spatial mismatch between jobs and workers. The following main conclusions are reported: (1) little evidence was found of a largescale upward trend in relative earnings operating over the entire period from the early 1950s through 1987; (2) relative earnings gains since the early 1950s occurred largely in one period, between the mid-1960s and the mid-1970s; (3) unlike many earlier studies that found positive effects from the unemployment rate or deviations from the level of resource utilization on relative earnings, this analysis did not find significant effects from the unemployment rate or deviations of actual output from full employment output; and (4) there was significant evidence that accelerated declines since 1969 in the share of jobs located in seven large northern states and in heavy industries have acted to reduce black men's relative earnings by as much as 18 percent in 1986 and 1987, with average overall losses of nine percent or less. A list of 18 references and statistical data on three graphs and nine tables are appended. (FMW)

ED 319 862 UD 027 475

Juffras, Jason; Sawhill, Isabel V.
Financing Human Capital.
Urban Inst., Washington, D.C.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- Sep 89
NOTE- 57p.; This paper is a Chapter in David W. Hornbeck and Lester M. Salamon, editors, "Investing in People: An Economic Strategy for the Nineties", forthcoming.
AVAILABLE FROM- Urban Institute, 2100 M Street, NW, Washington, DC 20037.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Economics; Educational Improvement; Educational Needs; Federal Government; *Financial Support; *Fiscal Capacity; *Government Role; *Human Capital; Investment; Labor Force Development; *Private Financial Support; Public Support; Retrenchment; State Government

This paper examines the government's role in financing human capital investments. It first examines why private investments in education, training, and other forms of human capital are likely to fall short of socially desirable levels. It then reviews past trends in public support for human resource investments. Finally, it discusses current fiscal constraints that inhibit new public spending on human capital programs and considers some innovative financing strategies that could ease these budgetary limits. Part 1 contains the following sections: (1) "The Rationale for Government Intervention"; (2) "Trends in Public Investment in Human Capital"; and (3) "Implications of Current Government Efforts to Promote Investment in People." Part 2 contains the following sections: (1) "The Conventional Budget Process: Human Resource Programs Are Vulnerable While the Federal Budget Crisis Persists"; (2) "Alternatives to Normal Budgeting: Creative Funding Schemes Proliferate"; and (3) "Investing the Social Security Surplus in Human Resources: An Earmarked Financing Plan That Would Serve Broad Public Goals." This investigation indicates that the nation faces an impasse in human resources policy as it enters the 1990s, and concludes that the problem is clearly financial. Two tables and five figures are included. A list of 62 references is also included. (JS)

ED 319 863 UD 027 477

Power, Kikuyo M.; Dolly, John P.

The Role of the School in Creating a Supportive Learning Environment for Minority Students.

Hawaii Univ., Manoa. Coll. of Education.
PUB DATE- Apr 90
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; *Core Curriculum; *Educational Environment; Elementary Secondary Education; *Equal Education; *Ethnic Relations; Multiple Regression Analysis; Questionnaires; School Organization; *Student Attitudes
IDENTIFIERS- Hawaii; *Invitational Education

This study investigates the long-term effects of a school environment with characteristics that indicate invitational education is being realized at the institutional level on students from the University of Hawaii Laboratory High School (ULS). Students of many races, ethnic groups, and socioeconomic levels study together in a program where all are taught from the same intensive academic curriculum. This study looks at the impact of this environment on attitudes of graduates, focusing on the influence of the school on their perceptions of their peers, teachers, and the curriculum. Academic records and student questionnaires were used to collect data. Questionnaire results indicate that the students develop positive attitudes that endure after they have left the school. Furthermore, there was no significant difference on student ratings attributable to their ethnic group. Most of the graduates support the idea of a "core curriculum" in which there is no choice of academic courses to take. Finally, regardless of their academic achievement and ethnicity, all of the subjects responded similarly to the questionnaire items related to school discipline, school atmosphere, student-teacher relations, and student-student relations. A discussion of the educational significance of these findings is presented. Two tables are included, along with seven references. (JS)

ED 319 864 UD 027 478

Marchant, Gregory J.
Intrinsic Motivation, Self-Perception, and Their Effects on Black Urban Elementary Students.
PUB DATE- Apr 90
NOTE- 58p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Attendance; *Black Students; *Elementary School Students; Incentives; *Motivation; Psychological Studies; *Self Concept; Self Motivation; Student Attitudes; Urban Schools

This study examined the effects of specific motivational dimensions and self-perceptions of a group of 47 urban black fourth and fifth grade students on attendance and academic achievement. Each student's responses to a measure of intrinsic and extrinsic motivation and a self-perception inventory were compared to each other and to his or her attendance record and scores on the vocabulary, reading, and mathematics subtests of the Iowa Tests of Basic Skills (ITBS). The following conclusions are discussed: (1) many students displayed a lack of intrinsic motivation, relying on teacher leadership in the classroom; (2) general feelings of self-worth were related to perceptions of their physical appearance and athletic ability and not to perceptions of their behavior or their scholastic competence; (3) those students who preferred challenge had more positive perceptions their scholastic ability but more negative perceptions concerning of their social acceptance; and (4) attendance and academic achievement were not correlated, but those students who had better perceptions of their scholastic competence had better attendance, whereas students who were more independent in their judgments were more likely to have poorer attendance. The findings suggest that schools could enhance the self-image of black elementary school students by using challenging obtainable goals and objectives, encouraging self-directed learning, encouraging self-evaluation, and by becoming more knowledgeable about black culture. Statistical data are included on 16 tables, four diagrams, and one graph. A list of 26 references is appended. (FMW)

ED 319 865 UD 027 479

Rodenstein, Judith, Comp.
Mobilizing Resources to Better Serve Children At-Risk. Bulletin No. 0067.
Wisconsin State Dept. of Public Instruction, Madison. Bureau for Pupil Services.
PUB DATE- May 89
NOTE- 124p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Programs; Cooperative Programs; Dropout Prevention; *Dropout Programs; Educational Environment; Elementary Secondary Education; *Government Role; *High Risk Students; Parent Participation; Program Descriptions; *Program Development; Public Relations; State Government
IDENTIFIERS- *Collaboratives

Effective systems of integrated, sequential, and systematic programming strategies at the state and local level are required to meet the needs of at-risk youth. The following six papers included in this compilation describe effective programs and practices that can be implemented in the local community, at the school district level, and in the public policy arena: (1) "Mobilizing Resources Within the Schools to Serve Children At-Risk" (E. T. Joyner) emphasizes changing the personal interactions and social climate of a school; (2) "Mobilizing Local Coalitions and Collaborations to Better Serve Children At-Risk" (O. Heleen and F. T. Miller) emphasizes a community-based approach to working with at-risk children and their families; (3) "Mobilizing Parents to Better Serve Children At-Risk" (M. J. Willis) emphasizes the importance of parent involvement; (4) "Mobilizing Academic Resources to Better Serve Children At-Risk" (G. A. Smith) emphasizes school strategies to overcome student alienation and disengagement; (5) "Mobilizing the Public to Serve Children At-Risk" (B. L. White) emphasizes the public relations needed to support school improvement programs; and (6) "Mobilizing State Level Systems to Serve Children At-Risk" (R. H DeLone and J. Rodenstein) emphasizes the leadership role of state governments. Five charts are included and most papers also include lists of references. (FMW)

ED 319 866 UD 027 485

Niskanen, William A.
The Performance of America's Primary and Secondary Schools.
Cato Inst., Washington, DC.
PUB DATE- 2 Nov 89
NOTE- 25p.; Paper presented at the Conference on Education in the Inner City (Washington, DC, November 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Cost Effectiveness; Cross Cultural Studies; Educational Environment; *Educational Improvement; Elementary Secondary Education; *Expenditure per Student; Input Output Analysis; *Outcomes of Education; *Private Schools; *Public Schools; Urban Education

A comparison of educational inputs and outputs in 1975 and 1985 indicates that the current system of financing, organizing, and regulating America's public schools has failed. The following inputs are examined: (1) school buildings; (2) teachers; (3) administrators; (4) support personnel; (5) supplies; and (6) students. The following outputs are examined: (1) school completion and advancement rates; (2) composite scores on standardized college admission tests; and (3) post-school employment and earnings. The most important changes in school inputs over the decade were the divergent trends in real expenditures and enrollment between the public and private schools. Real expenditures by the public schools increased substantially, despite a substantial decline in enrollment. Real expenditures by the private schools decreased slightly, despite a substantial increase in enrollment. Measures of school outputs remained disturbingly consistent over the decade. The level of educational output per student did not change much, despite the substantial increase in real expenditures per student. Furthermore, international comparisons of performance on mathematics and science tests indicate that the American economy will not be able to maintain its leadership in industrial technology unless even the best American students' performance can be improved. Constant concern about educational reform since 1985 has not resulted in a change in outputs. The lack of improvement must be attributed to changes in the school environment and not to demographic and social conditions. Statistical data are included on five tables. A list of 14 references is appended. (FMW)

ED 319 867 UD 027 486

Lieberman, Myron
Profit-Seeking Schools.
PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; Educational Finance; Educational Improvement; Elementary Secondary Education; Incentives; *Institutional Characteristics; *Politics of Education; Position Papers; *Private Education; *Proprietary Schools; *School Choice
IDENTIFIERS- *Profit Making

The effectiveness of parent choice plans requires that schools-for-profit be given an equal opportunity to compete with government and nonprofit schools in the educational marketplace. Little information is available about schools-for-profit because most states do not gather separate statistical data on that category. However, the following characteristics can be derived from case studies that include evaluations of the Sylvan Learning Center, Huntington Learning Systems, and the Encyclopedia Britannica: (1) many elementary schools-for-profit offer day care programs as an add-on service; (2) policy decisions are made with regard to profitability; (3) the largest group of schools-for-profit serves the handicapped or disabled; (4) college counseling services are emerging in the for-profit sector as a result of parent dissatisfaction with high school counselors; and (5) out-of-school educational services, such as summer camps and music lessons, comprise a significant share of the for-profit market. The following advantages of schools-for-profit are discussed: (1) the producers have a direct personal stake in increasing productivity; (2) they are more responsive to parental inquiries, needs, and interests; (3) instructional services can be eliminated, modified, or added much more expeditiously than in public schools; (4) they are free from the restriction of state regulation and prescription intended to maximize teacher benefits; (5) they reduce the litigation costs of public education; (6) they provide an accurate guide to parental preferences; (7) they are responsive to changes in market conditions; and (8) they provide students with direct exposure to the principle of the generation of wealth. (FMW)

ED 319 868 UD 027 502

Welker, Jennifer; Moscow, Karen

Immigrant and Refugee Tutoring Programs: A D.C. Schools Project Handbook. "Tutoring and Befriending."

Georgetown Univ., Washington, DC. Center for Immigration Policy and Refugee Assistance.

PUB DATE- Sep 89
NOTE- 200p.; Made possible by a grant from the Jessie Ball du Pont Religious, Charitable and Educational Fund.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adjustment (to Environment); *College School Cooperation; College Students; Cooperative Programs; Elementary Secondary Education; *English (Second Language); *Immigrants; Multilingual Materials; Program Guides; Refugees; *Student Volunteers; *Tutoring
IDENTIFIERS- *Collaboratives; District of Columbia

This guide is intended to assist colleges and universities to initiate tutoring programs for the immigrant and refugee student communities in their cities. Guidelines are presented for planning, executing, and maintaining a program to enable these students to learn English and survival skills, using college student volunteers. The following issues are discussed: (1) immigrants and refugees; (2) immigration law; (3) immigrant children in the U.S. public schools; (4) English as a Second Language (ESL) and bilingual education; (5) university students; and (6) the D.C. Schools Project at Georgetown University for acclimating immigrants to life in the District of Columbia. Suggestions are given for working with the school system, the university, and the community. Methods are suggested for recruiting volunteers and students and training volunteers in cultural sensitivity and ESL tutoring. The following programming topics are outlined: (1) attendance; (2) campuswide education; (3) evaluation; (4) extracurricular events; (5) insurance; (6) matching; (7) nontraditional volunteers; (8) the office; (9) program literature; (10) record keeping and documentation; (11) safety; (12) staffing; (13) summer operations; (14) transportation; (15) tutoring materials; and (16) volunteer retention and recognition. The following programming logistics are described: (1) an on-campus Saturday program; (2) an in-home evening program; (3) an in-school program; (4) an after-school program; (5) peer tutoring; and (6) a semester calendar. Fundraising and publicity are also discussed. The following material is appended: (1) a list of resources; (2) a form letter to parents, in English and Spanish; (3) examples of instructional materials; (4) process and volunteer evaluation forms; (5) a volunteer registration form, a student information form, and a sample budget for an English tutoring program; (6) the project

coordinator's job description; (7) a summary of the 1988/89 D.C. Schools Project; and (8) a student interest inventory. (FMW)

ED 319 869 UD 027 504

Guerrero, Frank; Abbott, Lori
School Community Education Program in New York City 1988-89. Volume I. OREA Evaluation Section Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

PUB DATE- Apr 90
NOTE- 107p.; For related documents, see UD 027 505-507.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Skills; *Computer Literacy; Educational Innovation; Elementary Secondary Education; *English (Second Language); *Parent Participation; Program Evaluation; *Remedial Programs; School Community Programs; Supplementary Education; *Tutorial Programs; Urban Schools
IDENTIFIERS- Minischools; *New York City Board of Education; *School Community Education Program

This first volume of a four-volume evaluation of the 1988-89 New York City School Community Education Program (also known as the Umbrella Program) comprises reports evaluating 10 innovative projects that provide reading, mathematics, writing, English as a Second Language, and computer literacy instruction. Evaluation sources included student preprogram and postprogram test outcomes, writing samples, teacher and student questionnaires, and the number of acceptances of participants into special high schools. Overall, the program was not as successful in meeting its stated objectives as in previous years, but the Harlem School-Community Tutorial Project and the Mathematics Improvement Program were particularly successful. The report on each project contains a brief project overview, describes the research methodology, presents the findings, and provides recommendations for improvement. The following projects are evaluated: (1) Improving Reading Achievement After School; (2) Harlem School-Community Tutorial Project; (3) Tutoring--Walk and Talk Program; (4) Improving Competency Skills; (5) Mathematics Improvement Program; (6) Students-Parents As Partners; (7) Science Enrichment Program; (8) Computer Literacy Program; (9) Reinforcing Reading; and (10) the Riverdale Preparatory Academy. Statistical data are included on 20 tables.

Each report also includes examples of evaluation instruments. (FMW)

ED 319 870 UD 027 505

Guerrero, Frank; Abbott, Lori
School Community Education Program in New York City 1988-89. Volume II. OREA Evaluation Section Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Apr 90
NOTE- 105p.; For related documents, see UD 027 504-507.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Conflict Resolution; Cultural Awareness; *Educational Innovation; Elementary Education; *Environmental Education; *Inservice Teacher Education; *Multicultural Education; Program Evaluation; School Community Programs; Supplementary Education; Urban Environment; Urban Schools
IDENTIFIERS- *New York City Board of Education; *School Community Education Program

This second volume of a four-volume evaluation of the 1988-89 New York City School Community Education Program (also known as the Umbrella Program) comprises reports evaluating nine innovative elementary school projects on social, ethnical, and environmental studies, four of which included staff development workshops. Evaluation sources included student preprogram and postprogram test outcomes, writing samples, teacher and student questionnaires, and the number of acceptances of participants into special high schools. Overall, the program was not as successful in meeting its stated objectives as in previous years. Each report contains a brief project overview, describes the research methodology, presents the findings, and provides recommendations for improvement. The following programs are evaluated: (1) The Museum Connection; (2) Peace Education Program; (3) E.C.O.L.E.--Education and Camping Opportunity Through Learning Environment; (4) Urban Environmental Program for Elementary School Pupils; (5) Star Labs; (6) Wave Hill Urban Environmental Program; (7) Lenox-Hill Environmental Education Program; (8) Goddard-Riverside Environmental Education Program; and (9) Ethnic Awareness Program. Statistical data are included on 14 tables. Each report also includes examples of evaluation instruments. (FMW)

DOCUMENT RESUME

ED 319 871 UD 027 506

Guerrero, Frank; Abbott, Lori
School Community Education Program in New York City 1988-89. Volume III. OREA Evaluation Section Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Apr 90
NOTE- 109p.; For related documents, see UD 027 504-507.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Art Education; *Basic Skills; *Curriculum Development; Educational Assessment; *Educational Innovation; Elementary Secondary Education; *Inservice Teacher Education; Music Education; Oral History; Program Evaluation; School Community Programs; *Social Studies; Supplementary Education; Urban Schools
IDENTIFIERS- *New York City Board of Education; *School Community Education Program

This third volume of a four-volume evaluation of the 1988-89 New York City School Community Education Program (also known as the Umbrella Program) comprises reports evaluating seven innovative staff development and five curriculum development projects. Evaluation sources included student preprogram and postprogram test outcomes, writing samples, teacher and student questionnaires, and the number of acceptances of participants into special high schools. Overall, the program was not as successful in meeting its stated objectives as in previous years. Each report contains a brief project overview, describes the research methodology, presents the findings, and provides recommendations for improvement. The following projects are evaluated: (1) Moving Ahead, designed to help inexperienced teachers improve their teaching skills; (2) Staff Development in Writing Instruction; (3) Adventures in Social Studies; (4) Reading Instructional Support Effort (RISE); (5) Arts in General Education (AGE); (6) Enrichment Program, K-9; (7) Mathematics Instructional Support Program; (8) Adventures in Science; (9) Early Childhood Language and Literacy Program; (10) Discovering Abilities and Improving Achievement; (11) Sum in One, designed to help teachers improve elementary education music instruction; and (12) Oral History Program for senior high school teachers. Statistical data are included on 12 tables. Each report also includes examples of evaluation instruments. (FMW)

ED 319 872 UD 027 507

Guerrero, Frank; Abbott, Lori

School Community Education Program in New York City 1988-89. Volume IV. OREA Evaluation Section Report.

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

PUB DATE- Apr 90
NOTE- 59p.; For related documents, see UD 027 504-506.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Skills; *Career Awareness; *Educational Innovation; Elementary Education; *Hygiene; *Preschool Education; Program Evaluation; School Community Programs; Supplementary Education; *Transitional Programs; Urban Schools
IDENTIFIERS- *New York City Board of Education; *School Community Education Program

This fourth volume of a four-volume evaluation of the 1988-89 New York City School Community Education Program (also known as the Umbrella Program) comprises reports evaluating six innovative projects that offered a variety of educational experiences to participants. Three of these projects were designed for prekindergarten children; the other three were designed to teach elementary school students health maintenance concepts, improve their acceptance rates to special high schools, and foster career awareness. Evaluation sources included student preprogram and postprogram test outcomes, writing samples, teacher and student questionnaires, and the number of acceptances of participants into special high schools. Overall, the program was not as successful in meeting its stated objectives as in previous years. Each report contains a brief project overview, describes the research methodology, presents the findings, and provides recommendations for improvement. The following projects are evaluated: (1) High School Preparation and Choice; (2) the East Harlem Pre-Kindergarten Center; (3) the Brooklyn College Prekindergarten Center; (4) the Publishing Activity Center; (5) the Basic Skills After School Program; and (6) the Traveling Body Shop. Statistical data are included on nine tables. Each report also includes examples of evaluation instruments. (FMW)

ED 319 873 UD 027 509

The Urban Academy: A Dropout Prevention and Demonstration Project 1988-89. OREA Report.

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

PUB DATE- Nov 89
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; *Dropout Prevention; Educational Improvement; Engineering Education; *Family Involvement; Guidance Programs; *High Risk Students; Intermediate Grades; Junior High Schools; *Middle Schools; Nontraditional Education; *Program Content; *Program Implementation; Reading Achievement; Student Needs; Urban Education
IDENTIFIERS- New York (Bronx)

This report evaluates the effectiveness of the Urban Academy program, a dropout prevention demonstration program involving a collaborative effort between Community School District 10 in the Bronx (New York) and the Victim Services Agency (VSA), a social service agency, to provide increased instructional support and social services to 78 at-risk students attending an alternative middle school. The program combined two main components: (1) a high-interest curriculum based on a mini-school setting which focuses on a hands-on approach to architecture and the urban environment; and (2) the provision of extensive social services to students and their parents. The following topics are discussed concerning the program and its implementation: (1) student selection; (2) program components; (3) the Salvadori Program, which offers an architecture and engineering curriculum; (4) guidance services; (5) community service and student stipend activities; (6) parent involvement and education; (7) staff development; and (8) summer program. This report provides an evaluation of both program implementation and outcomes based on the first six months of its existence. The following findings are discussed: (1) the mean attendance rate for the students in the program remained stable; and (2) students improved their reading scores more than would be expected over a year's time. Recommendations for program improvement are presented. One table is included. (JS)

ED 319 874 UD 027 510

Berney, Tomi D.; Hriskos, Constantine
Harmony in Career Learning and Scholastic System: Project Hi-Class 1988-89. OREA Evaluation Section Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Apr 90
NOTE- 32p.
GRANT- T003A80262
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Skills; Chinese; *Cultural Awareness; Cultural Enrichment; Educationally Disadvantaged; *Educational Objectives; English (Second Language); *Enrichment; *Evaluation Methods; *High School Students; Job Skills; *Language Skills; Program Content; Secondary Education; Spanish Speaking
IDENTIFIERS- New York (Manhattan); New York (Queens); New York City Board of Education

The report presents an evaluation of the New York City Harmony in Career Learning and Scholastic System (Project HI-CLASS) based on results from the 1988-89 school year. The project provided support services to 420 Spanish- and Chinese-speaking students of limited English proficiency (LEP). It also proposed to instill pride in and respect for American traditions and the ethnic heritage of project students. Project HI-CLASS focused on basic skills, career development, and preoccupational training at Liberty and Lower East Side Prep High Schools in Manhattan and Richmond Hill High School in Queens. This evaluation report presents the following information: (1) general introduction to the program; (2) evaluation methodology; (3) implementation of the project and assessment of its accomplishment of implementation objectives; (4) analysis of the student outcome data; and (5) conclusions and a recommendation based upon the results of the evaluation. The findings of this evaluation include the following outcomes: (1) the project met its objectives for English as a Second Language (ESL), content areas, and student attendance and dropout rates; (2) the program failed to meet objectives in native language arts and staff development; and (3) the program objectives concerning staff awareness of pupil needs and problems, student cultural awareness, and parental involvement could not be assessed due to lack of data. Four tables are included. (JS)

ED 319 875 UD 027 516

Baker, Andrea
Educating At-Risk Youth: Practical Tips for Teachers.
Northwest Regional Educational Lab., Portland, OR. Education and Work Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Education; *Classroom Environment; *Classroom Techniques; *Community Education; Counseling Techniques; *Curriculum Development; Elementary Secondary Education; *High Risk Students; Multicultural Education; Personal Narratives; Teaching Guides; *Transitional Programs

This guide offers practical suggestions from over 100 teachers on how to improve the classroom environment for at-risk students without additional training or materials. All contributors were interviewed and observed in the classroom. Underlying these suggestions are the assumptions that there must be visible administrative support for the efforts of the teacher and that teachers themselves should be the most qualified to teach youths who need special assistance. Sections of the guide cover the following areas: (1) curriculum, emphasizing the importance of relevance to the students' needs; (2) methodology, emphasizing individual instruction, active learning, and role modeling; (3) counseling and advocacy, emphasizing student-teacher relationships; (4) community partnerships, emphasizing connecting the classroom to the real world; and (5) transitions, emphasizing career preparation and living in a multicultural society. Each area lists "essential ingredients," the basic motivational components related to the area of concern, and recommendations from practitioners, related in their own words. Brief personal narratives illustrate the attitudes of at-risk students towards school. (FMW)

ED 319 876 UD 027 530

Passow, A. Harry
Enriching the Compensatory Education Curriculum for Disadvantaged Students. ERIC/CUE Digest No. 61.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-UD-90-1
PUB DATE- Jan 90
NOTE- 4p.
CONTRACT- RI88062013
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia Univ., New York, NY 10027 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Class Organization; *Cognitive Development; Compensatory Education; Curriculum Development; *Curriculum Problems; *Disadvantaged; Elementary Secondary Education; High Risk Students; Literature Reviews; Program Evaluation; Remedial Mathematics; *Remedial Programs; Remedial Reading; *Student Needs
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; ERIC Digests

Evaluations of compensatory education programs provided under Chapter 1 of the Education Consolidation and Improvement Act (ECIA) indicate that the traditional provision of a less challenging curriculum, limited achievement goals, and emphasis on pull-out programs for compensatory instruction actually hamper the ability of low-achieving students to develop critical thinking skills, lower their learning expectations, and stigmatize them as inferior. Because of a lack of coordination between regular and compensatory education classes, Chapter 1 students end up with less instructional time than other students, and the reading skills teaching they receive is not related to other learning and study areas. Chapter 1's emphasis on mastery learning techniques that may improve standardized test scores fails to help students learn how to work independently and develop cognitive strategies. Disadvantaged students continue to be taught relatively low-level reading skills that do not transfer to the higher-level knowledge and skills that comprise literacy. Remedial mathematics programs have been criticized for fragmenting the curriculum into enrichment programs, differential programs, and developmentally based programs rather than emphasizing the interdependence of ideas and the use of reasonable procedures to arrive at an answer. Disadvantaged students need access to a sound core curriculum that is as rich and balanced as that provided to high achieving students. (FMW)

ED 319 877 UD 027 531

Ascher, Carol
Linking Schools with Human Service Agencies. ERIC/CUE Digest No. 62.
Children's Defense Fund, Washington, D.C.; ERIC Clearinghouse on Urban Education, New York, N.Y.; National School Boards Association, Washington, DC. Council of Urban Boards of Education.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-UD-90-2
PUB DATE- Feb 90
NOTE- 4p.
CONTRACT- RI88062013
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia Univ., New York, NY 10027 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Ancillary School Services; Cooperative Programs; Elementary Secondary Education; Health Services; *Human Services; Individual Needs; *Institutional Cooperation; Literature Reviews; *Program Development; *Pupil Personnel Services; *School Community Relationship; Social Services
IDENTIFIERS- *Collaboratives; ERIC Digests

A number of factors put pressure on schools to work more closely with health, social service, and other youth-serving institutions but poor communications, program redundancies, fear for job security, and concerns about parent and community support for controversial services inhibit close collaboration. Recent successful collaborative school, health, and social service programs at the federal and local level have renewed interest in school-human services linkages. Schools are the natural focus for combined services because every child must attend school, but school organization proves problematic for service professionals. Most efforts at improving collaboration have focused on improving bureaucratic cooperation. The following characteristics are associated with successful locally developed programs. They: (1) offer a wide array of direct services or serve as entry to those comprehensive services; (2) move beyond crisis management and early intervention and focus on prevention and development; (3) cross professional and bureaucratic boundaries; (4) provide staff time, training, and skills needed to build relationships of trust and respect; (5) hire a staff member from the local community to serve as a facilitator; (6) involve both parents and teachers in communications; (7) deal with the child as part of a family, and the family as part of the community; and (8) provide accountability, with creative and meaningful measures. Because collaborations still focus on bureaucracies, integrated youth policies must be developed that focus on the individual needs of the student. (FMW)

Abbott, Lori
School Community Education Program in New York City 1988-89. Volume II. OREA Evaluation Section Report. 105p. 2mf. L1 ED 319 870
School Community Education Program in New York City 1988-89. Volume III. OREA Evaluation Section Report. 109p. 2mf. L1 ED 319 871
School Community Education Program in New York City 1988-89. Volume IV. OREA Evaluation Section Report. 59p. 1mf. L1 ED 319 872
School Community Education Program in New York City 1988-89. Volume I. OREA Evaluation Section Report. 107p. 2mf. L1 ED 319 869

Abi-Nader, Jeannette
Helping Minority High School Students Redefine their Self-Image through Culturally Sensitive Instruction. 18p. 1mf. L1 ED 319 831

Abrahams, Roger D.
Advantages of Black English. 13p. 1mf. L1 ED 319 235

Abulhaija, Lutfi Ahmad
Development of Affixes in Urdu: A Case Study. 27p. 1mf. L1 ED 319 238

Adler, Ralph
Definitive Newsletter. 7p. 1mf. L1 ED 319 130

Adler, Susan A.
Reflective Practitioner and the Curriculum of Teacher Education. 29p. 1mf. L1 ED 319 693

Agresto, John
Teaching "Federalist #10": A Lesson Plan for High School Teachers. 18p. 1mf. L1 ED 319 640

Aitken, Joan E.
Pharmacist-Patient Communication: A Structure of Intrapersonal Processes. 17p. 1mf. L1 ED 319 077

Akers, Belle L.
Velveteen Rabbit "Gaets Scke": Fostering Emergent Literacy. 20p. 1mf. L1 ED 319 538

Al-Abdulla, Yousef
Examination of the Relationship between Critical Thinking and Academic Success on a University Campus. 30p. 1mf. L1 ED 318 936

Alexander, John
Writing of Ferris State University Students: A View Across the Curriculum. 199p. 3mf. L1 ED 319 342

Allameh, Joy
Just Who Are These International Students Anyway? 18p. 1mf. L1 ED 319 260

Alleman, Janet
Activities as Instructional Tools: A Framework for Analysis and Evaluation. Occasional Paper 132. 42p. 1mf. L1 ED 319 733

Amir, Ruth
Detailed Analysis of Misconceptions as a Basis for Developing Remedial Instruction: The Case of Photosynthesis. 18p. 1mf. L1 ED 319 635

Anderson, Karen M.
Does Academic Performance Feedback Affect Children's Self-Esteem? 16p. 1mf. L1 ED 318 925

Anderson, Paul S.
Seeking a Core of World Regional Geography Place Names: An Analysis of Published Materials. 18p. 1mf. L1 ED 319 675

Anderson, Thomas D.
Teaching about North America: Some Fresh Perspectives. 7p. 1mf. L1 ED 319 674

Andresen, Earl Raymond
Two-Thousand Stations on Twenty Channels or a Partial Way To Solve Minority Programming. 12p. 1mf. L1 ED 319 087

Andrews, Richard L.
Instructional Leadership, School Goals, and Student Achievement: Exploring the Relationship between Means and Ends. 48p. 1mf. L1 ED 319 783

Angeletti, Sara
Collaborative Writing in a Second Grade Classroom. 16p. 1mf. L1 ED 319 069

Angione, Christine M.
View from the Inside: An Action Plan for Gender Equity in New York State Educational Administration. Report of the Select Seminar on Women in Educational Administration. 35p. 1mf. L1 ED 319 144

Annis, R. C., Ed.
Abstracts of Native Studies, Volume 3. 148p. 2mf. L1 ED 319 554

Ardell, Donald B.
Wellness: The Body, Mind, and Spirit. 291p. mf. L3 ED 319 726

Armstrong, Mack D.
Examination of Public School Superintendent Interpersonal Networks in Washington and Idaho. 25p. 1mf. L1 ED 319 129

Arrington, Alpheus, Jr.
Developing and Implementing a Middle School Program To Improve the Achievement of Students in Grade Six through Grade Eight. 126p. 2mf. L1 ED 319 509

Ascher, Carol
Linking Schools with Human Service Agencies. ERIC/CUE Digest No. 62. 4p. 1mf. L1 ED 319 877

Austin, Gregory
Substance Abuse among Juvenile Delinquents and Gang Members. Prevention Research Update Number Six, Spring 1990. 43p. 1mf. L1 ED 319 149

Austin, John
Globally Competitive People: Final Report to the Human Resource Committee. 74p. 1mf. L1 ED 318 868

Babanoury, Betty
Lekotek Center. Check This Out Series. 4p. 1mf. L1 ED 319 409

Bagenstos, Naida Tushnet
Minorities and Women in Educational Administration. 17p. 1mf. L1 ED 319 110

Bailey, Beeke
Developmental Theories and Instructional Strategies: A Summary Paper. SIDRU Research Report No. 5. 131p. 2mf. L2 ED 319 482

Baker, Andrea
Educating At-Risk Youth: Practical Tips for Teachers. 39p. 1mf. L1 ED 319 875

Baker, Herbert George
Measuring Task Proficiency with Tailored Response Testing. 6p. 1mf. L1 ED 319 776

Baker, Thomas E.
Collaboratively Supervised Teaching Internship: Implications for Future Supervision. 33p. 1mf. L1 ED 319 739

Baldwin, Beatrice
Measurement Model Specification Error in LISREL Structural Equation Models. 19p. 1mf. L1 ED 319 794

Ballantine, Jeane
Concept of Good Teaching in Universities around the World. 28p. 1mf. L1 ED 319 346

Baltzell, D. Catherine
School Principal Selection Practices: Five Case Studies. 168p. 2mf. L1 ED 319 107

Bamburg, Jerry D.
Instructional Leadership, School Goals, and Student Achievement: Exploring the Relationship between Means and Ends. 48p. 1mf. L1 ED 319 783

Bangert-Drowns, Robert L.
Research on Wordprocessing and Writing Instruction. 6p. 1mf. L1 ED 319 359

Bangs, Tina E.
Bangs Receptive Vocabulary Checklist: Manual and Stimulus Book. 90p. 1mf. L2 ED 319 155

Banta, Trudy W.
Linking Outcomes Assessment and the Freshman Experience. 16p. 1mf. L1 ED 319 291

Bantz, David A.
Reviews of Instructional Software in Scholarly Journals: A Selected Bibliography. 24p. 1mf. L1 ED 319 386

Barak, Robert J.
Successful Program Review. A Practical Guide in Evaluating Programs in Academic Settings. 139p. mf. L3 ED 319 335

Barancik, Scott
Rural Disadvantage: Growing Income Disparities between Rural and Urban Areas. 31p. 1mf. L2 ED 319 857

Barber, Betsy S.
Homework as a Learning Experience. What Research Says to the Teacher. Third Edition. 34p. 1mf. L2 ED 319 492

Barbera-Hogan, Mary
Straight Talk on Careers: 80 Pros Take You into Their Professions. 255p. 3mf. L2 ED 318 901

Barnwell, David
Proficiency and the Schools. 20p. 1mf. L1 ED 319 743

Barrera, Marbella
Bilingual Academic Services and Integrated Career Systems Program, BASICS 1988-1989. OREA Evaluation Section Report. 28p. 1mf. L1 ED 319 261
Language Development through Holistic Learning (Mathematics, Art, Science, Technology, and Education Resources). Project MASTER, 1988-89. OREA Report. 24p. 1mf. L1 ED 319 253

Barth, Roland S.
Improving Schools from Within: Teachers, Parents, and Principals Can Make the Difference. 190p. mf. L3 ED 319 126

Bashaw, Wilbur L.
Estimate of Difficulty and Dimensional Strengths of Test Items That Measure More Than One Ability. 20p. 1mf. L1 ED 319 750

Bastian, Lisa D.
Hispanic Victims. Special Report. 13p. 1mf. L1 ED 319 836

Beach, Robert H.
Basic Project Management Methodologies for Survey Researchers. 29p. 1mf. L1 ED 319 115

Bean, Rita M.
Using Curriculum Based Measures To Identify and Monitor Progress in an Adult Basic Education Program. Final Report. 156p. 2mf. L1 ED 318 910

Beaulac, Pauline F.
Teaching Independent Community Social Skills to the Multihandicapped. 120p. 2mf. L1 ED 319 212

Beckner, Weldon
Project Redesign: A Cooperative School Improvement Program Involving Four Rural School Districts and Texas Tech University. 13p. 1mf. L1 ED 319 543

Beckwith, Robert
Advice to the Private Sector. Report 3. 23p. 1mf. L1 ED 318 873

Beichner, Robert J.
Effect of Simultaneous Motion Presentation and Graph Generation in a Kinematics Lab. 13p. 1mf. L1 ED 319 597

Beitel, Patricia A.
Practical Research in Motor Development/Learning. 13p. 1mf. L1 ED 319 706

Belkin, N. J.
On the Nature and Function of Explanation in Intelligent Information Retrieval. 14p. 1mf. L1 ED 319 412

Bennett, Elizabeth M.
Exhibit Interpreter: An Attention-Focuser in Science Museums. 25p. 1mf. L1 ED 319 616

Benson, Beverly
From Theory to Practice: ESL and Literature. 19p. 1mf. L2 ED 319 242

Berglind, Hans
Growing Old in Sweden. 53p. 1mf. L1 ED 318 846

Berlin, Donna F.
Instrument To Measure Spatial-Symbolic Information Processing Ability. 17p. 1mf. L1 ED 319 609

Berney, Tomi D.
Asian-American Communications In-School Staff and Parent Workshops 1988-89. OREA Evaluation Section Report. 20p. 1mf. L1 ED 319 850
Bilingual Academic Services and Integrated Career Systems Program, BASICS 1988-1989. OREA Evaluation Section Report. 28p. 1mf. L1 ED 319 261
Bilingual Children's Project. B.C.P., 1988-89. OREA Report. 23p. 1mf. L1 ED 319 256
Bilingual Specialized Programs in New York City High Schools, 1988-89. OREA Evaluation Section Report. 25p. 1mf. L1 ED 319 262
Career Awareness Program. Project CAP, 1988-89. OREA Report. 29p. 1mf. L1 ED 319 255
Cognitive Academic Learning Approaches through E.S.L. Content Areas with Career Exploration Strategies Program for Bilingual High School Students in New York City. Project CALA, 1988-89. OREA Final Evaluation Report. 33p. 1mf. L1 ED 319 259
Computer-Focused Russian Bilingual Instructional Program, 1988-89. OREA Report. 28p. 1mf. L1 ED 319 254
Eligibility and Programming in Chapter I English as a Second Language (E.S.L.) Programs, 1988-89. OREA Report. 20p. 1mf. L1 ED 319 258
Harmony in Career Learning and Scholastic System: Project Hi-Class 1988-89. OREA Evaluation Section Report. 32p. 1mf. L1 ED 319 874
Higher Achievement and Improvement through Instruction with Computers and Scholarly Transition and Resource Systems Program. OREA Report. 34p. 1mf. L1 ED 319 248
Hispanic Orientation to Life in America. Project HOLA, 1987-88. OREA Report. 28p. 1mf. L1 ED 319 247
Language Development through Holistic Learning (Mathematics, Art, Science, Technology, and Education Resources). Project MASTER, 1988-89. OREA Report. 24p. 1mf. L1 ED 319 253
Methodologies of Bilingual Instruction in Literacy Education. Project Mobile, 1988-89. OREA Report. 31p. 1mf. L1 ED 319 252
Program Assistance for Neophytes. Project PAN, 1988-89. OREA Evaluation Section Report. 31p. 1mf. L1 ED 319 263
Project Nuevos Horizontes, 1988-89. OREA Report. 29p. 1mf. L1 ED 319 251
Spanish Native Language Arts Staff Development Turnkey Training Program, Spring 1989. OREA Report. 17p. 1mf. L1 ED 319 249
Staff Development Workshops for High School Science Teachers of Limited English Proficient Students 1988-89. 21p. 1mf. L1 ED 319 611
Summer Bilingual Program, 1989. OREA Report. 21p. 1mf. L1 ED 319 250

Bertness, Henry
Student Guide for Vocational Planning. 28p. 1mf. L1 ED 318 863

Betts, George T.
Evaluation of the 1988 Summer Enrichment Program for the Gifted and Talented at the University of Northern Colorado and Making a Good Program for Gifted and Talented Children Better: Improving a Program through Evaluation. 91p. 1mf. L1 ED 319 207

Bhargava, Ambika
Study of Children's Computer-Generated Graphics. 39p. 1mf. L1 ED 319 504

Bhola, H. S.
World Trends and Issues in Adult Education. Educational Science Series? 177p. mf. L3 ED 318 852

Bidne, Rosemary E.
Study of "Developmentally Appropriate" Kindergarten Programs in Practice. 45p. 1mf. L1 ED 319 527

Bill, Willard E.
Substance Abuse and the American Indian. 64p. 1mf. L1 ED 319 563

Bills, David B.
Early Employment Experiences of Rural Youth: Early Results from Iowa's Class of 1983. One in a Series of Reports in NCREL's Rural Education Program. 23p. 1mf. L1 ED 319 558

Binette, Holly A. Lizotte
Computer Aided Instruction in Teaching Program Evaluation. 8p. 1mf. L1 ED 319 362

Bishop, Philip E.
Defining Expectations: The Essay Test Made Simpler. 14p. 1mf. L1 ED 319 466

Black, B. R.
Troubleshooting Micro's. 13p. 1mf. L1 ED 319 365
Troubleshooting Microcomputers. A Technical Guide for Polk County Schools. 97p. 2mf. L1 ED 319 364

Black, Carolyn B.
Attitude and Secondary School Science Students' Intention To Enroll in Physics: An Application of the Theory of Planned Behavior. 32p. 1mf. L1 ED 319 631

Black, Hartzel
Evaluating Vocational Education Programs in Illinois. A Report on Consultation of the Illinois Council on Vocational Education with the Illinois State Board of Education on Evaluation. Report 6. 17p. 1mf. L1 ED 318 874
Perceptions Re: Adequacy and Effectiveness of the JTPA and V.E. Perkins Act Programs in Illinois. Report 23. 26p. 1mf. L1 ED 318 877
Serving Economically Depressed Areas. Report 12. 23p. 1mf. L1 ED 318 876

Black, Robert S.
Data Report on Programs for the Handicapped, 1988-89. 34p. 1mf. L1 ED 319 208

Blackburn, Richard D.
Here's Looking at You. The Decade Reviewed. 9p. 1mf. L1 ED 319 284

Blackshire-Belay, Carol
Foreign Workers and Foreign Workers' German. 19p. 1mf. L1 ED 319 257

Blevins, Kim, Ed
Social Studies 20 and Social Studies 23. Interim Teacher Resource Manual. 215p. 3mf. L1 ED 319 645

Bloom, Thomas K.
Increasing Female Enrollment in Industrial Education. 6p. 1mf. L1 ED 318 879

Bock, Joan
Portraits of Six Developing Readers in a Whole Language Classroom. 13p. 1mf. L1 ED 318 988

Bodenhausen, Judith
Teacher Attitudes toward Peer Evaluation: What Shapes Them? 22p. 1mf. L1 ED 319 758

Bogler, Ronit
How University Professors Perceive the Profits Associated with Collaboration with External Funding Sources. 41p. 1mf. L1 ED 319 331

Boland, Dorothy S.
Virginia Telemedia Systems for Administrative, Training and Educational Uses. 65p. 1mf. L1 ED 319 388

Bolton, Brian
Manual for the Employability Maturity Interview. 38p. 1mf. L1 ED 319 196
Manual for the Occupational Report. 39p. 1mf. L1 ED 319 198
Manual for the Vocational Personality Report. 43p. 1mf. L1 ED 319 195
Manual for the Work Personality Profile. 43p. 1mf. L1 ED 319 194

Bolton, Dale L.
Conceptual Changes and Their Implications for Performance Assessment. Recent Developments in Methodology for Administrator Assessment Centers. 13p. 1mf. L1 ED 319 760

Bonk, Curtis J.
Development of Children's Writing Awareness and Performance within a Generative/Evaluative Computerized Prompting Framework. 69p. 1mf. L1 ED 319 755

Borger, Bill
Evaluation of Science and Geography Documents and Texts in Ontario Schools from an Environmental Perspective. 208p. 3mf. L1 ED 319 615

Boronkai, Judit
Role of Parental Attitudes and the Quality of the Home Learning Environment in the Mental Development of Prematurely Born Children. 18p. 1mf. L1 ED 319 217

Boser, Judith A.
Consensus on Desirable Characteristics of Mail Questionnaires: Illusion or Reality? 23p. 1mf. L1 ED 319 804
Variations in Mail Survey Procedures: Comparison of Response Rates and Cost. 12p. 1mf. L1 ED 319 803

BouJaoude, Saouma B.
Relationship between Students' Learning Strategies and the Change in their Chemical Misunderstandings during a High School Chemistry Course. 25p. 1mf. L1 ED 319 599

Boyer, Ernest L.
In Search of Community. 16p. 1mf. L1 ED 319 276

Bragg, Sharon Bebout
Interviewer as Critic: Distortion of the Voice in the Collection of Oral Narratives. 18p. 1mf. L2 ED 319 078

Brancato, Debra Michel
Provision of Children's Services Within Battered Women's Shelters: A Model Children's Program. 85p. 1mf. L1 ED 318 977

Branch, Robert C.
Effects of Using Diagrams and Texts To Teach Verbal Chains: A Comparison of Gender and College Major. 14p. 1mf. L1 ED 319 719

Brandon, Paul R.
Gender Differences in Educational Attainment among Asian Americans in the High-School-and-Beyond Senior-Cohort Third Follow-Up Survey. 18p. 1mf. L1 ED 319 844

Braxton, John M.
Disciplinary Differences in Faculty Conformity to the Norms of Science: Are Norms Compensatory Integrating Mechanisms for Professional Fragmentation? 16p. 1mf. L1 ED 319 329

Brazil, Brad L.
Los Rios Community College District Office of Planning and Research Student Persistence Study. 35p. 1mf. L1 ED 319 441
Los Rios Transfer Statistics: Fall 1988/Spring 1989 Update. 38p. 1mf. L1 ED 319 442

Breier, Barbara E.
Successful Program Review. A Practical Guide in Evaluating Programs in Academic Settings. 139p. mf. L3 ED 319 335

Briggs, Halaine-Sherin, Ed.
Report on the United Nations World Assembly on Aging. Based on a Follow-Up Conference (Tampa, Florida, December 7, 1983). 45p. 1mf. L1 ED 318 841

Brittingham, Barbara
Professional Development for Rhode Island School Administrators. 53p. 1mf. L1 ED 319 097

Brophy, Jere
Activities as Instructional Tools: A Framework for Analysis and Evaluation. Occasional Paper 132. 42p. 1mf. L1 ED 319 733

Brown, C. K.
Aging and Old Age in Ghana. 26p. 1mf. L1 ED 318 932

Brown, Janet R.
Developmental Studies Department Special Services Project: Rockland Community College, 1988-1989. 85p. 1mf. L1 ED 319 427

Brown, Patricia Q.
Salaries of Full-Time Instructional Faculty on 9- and 10-Month Contracts in Institutions of Higher Education, 1977-78 through 1987-88. Survey Report. 21p. 1mf. L1 ED 319 308

Bruce, Willa
Dual Career Couples in the University: Policies and Problems. 25p. 1mf. L1 ED 318 938
Relationship between Quality of Work Life and Job Satisfaction: A Study of the Nation's Municipal Clerks. 20p. 1mf. L1 ED 318 939

Bruininks, Robert H.
Evaluating Post-School Transition of Secondary Students with Moderate to Severe Handicaps. Final Report. 42p. 1mf. L1 ED 319 202

Brumberg, Stephen F.
Designing an Education for Life in Two Worlds: The Founding of the Bureau of Jewish Education of New York City. 34p. 1mf. L1 ED 319 830

Brunner, Cornelia
Designing INQUIRE. Technical Report No. 50. 17p. 1mf. L1 ED 319 393

Bucy, Harriet Hanauer
School-Community-Business Partnerships. Building Foundations for Dropout Prevention. 57p. 1mf. L1 ED 318 894

Buhr, Dianne C.
Investigating Differences in Mean Score on Adaptive and Paper and Pencil Versions of the College Level Academic Skills Reading Test. 12p. 1mf. L1 ED 319 791

Burger, Michael
Development of a Computer-Based Instructional Management System through School-University Collaboration. 10p. 1mf. L1 ED 319 102

Burgess, Sharon
Exercise Do's and Don'ts: Guidelines for Fitness Activities. 7p. 1mf. L1 ED 319 720

Burk, Jill
Pen Pals: A Beneficial Partnership. 11p. 1mf. L1 ED 319 065

Burke, Richard R.
College Faculty Attitudes toward Merit Pay. 18p. 1mf. L1 ED 319 290

Burnett, David
Master of Arts and Professional Studies Program. 29p. 1mf. L1 ED 319 337

Burry, Judith A.
Study of the Performance of Hearing Impaired Children on the K-ABC. 21p. 1mf. L1 ED 319 785

Burts, Diane C.
Frequencies of Observed Stress Behaviors in Kindergarten Children: A Comparison of Developmentally Appropriate and Inappropriate Classrooms. 24p. 1mf. L1 ED 319 484

Butler, Shirley E., Comp.
Class Size Reduction Policies: Survey Results. 33p. 1mf. L1 ED 319 206
Staff to Student Ratios: Class Size/Caseload. Volumes 1, 2, and 3. 1180p. 13mf. L1 ED 319 205

Buttram, Joan L.
Special Education in America's Cities: A Descriptive Study. 120p. 2mf. L2 ED 319 187

Byman, Abigail
Student v. Union: Colleges at Risk. 6p. 1mf. L1 ED 319 277

Byrne, Barbara M.
Do We See Ourselves as Others Infer: A Comparison of Self-Other Agreement on Multiple Dimensions of Self-Concept from Two Continents. 35p. 1mf. L1 ED 319 787

Calliari, Carl L.
Emerging Collaborative Roles and New Team Approaches in Models of Support for Beginning Teachers in Southern New Jersey. 9p. 1mf. L1 ED 319 680

Calvert, King
Major Appliance Repair. Teacher Edition. 662p. 7mf. L2 ED 318 920

Campbell, Ian B.
Prevention, The Beginning of the Rehabilitation Process: A View from New Zealand. Monograph #46. 51p. 1mf. L1 ED 319 226

Campion, Mick
Distance Education, Efficiency and Scientific Management: Some Doubts. ESTR Occasional Paper Number 12. 24p. 1mf. L1 ED 318 911

Candell, Gregory L.
Increasing Score Reliability with Item-Pattern Scoring: An Empirical Study in Several Score Metrics. 24p. 1mf. L1 ED 319 800

Cantalupo, Denise
Staff Development Workshops for High School Science Teachers of Limited English Proficient Students 1988-89. 21p. 1mf. L1 ED 319 611

Card, Jaclyn A.
Planned Recreation Intervention Program: Its Effect on Perceived Leisure Freedom of Mentally Ill Patients. 6p. 1mf. L1 ED 319 740

Carifio, James
On the Need to Use Control Vignettes in Social Science Research. 32p. 1mf. L1 ED 319 657

Carlsen, William S.
Teacher Knowledge and the Language of Science Teaching. 26p. 1mf. L1 ED 319 613

Carpenter, Patricia A.
What One Intelligence Test Measures: A Theoretical Account of the Processing in the Raven Progressive Matrices Test. 79p. 1mf. L1 ED 319 811

Carpenter, Peter G.
From School to Higher Education in Australia. 48p. 1mf. L1 ED 319 323

Carr, Candace Taff
Pigeon Roost Massacre: Its Cause and Impact and Pigeon Roost Massacre Lesson Plans. 64p. 1mf. L1 ED 319 649

Carrell, Thomas D.
Contributions of Fundamental Frequency, Formant Spacing, and Glottal Waveform to Talker Identification. Research on Speech Perception. Technical Report No. 5. 160p. 2mf. L1 ED 319 090

Carrera, John Willshire
Educating Undocumented Children: A Review of Practices and Policies. A Trends and Issues Paper. 51p. 1mf. L1 ED 319 585

Carruth, Ellen D.
Data Report on Programs for the Handicapped, 1988-89. 34p. 1mf. L1 ED 319 208

Caudill, Barry D.
IMPACT: An Early Intervention Demonstration Project. Abbreviated Version. 21p. 1mf. L1 ED 318 954

Celetti, Deepti N.
Effective Extension Model for Early Childhood Education. 24p. 1mf. L1 ED 319 458

Chai, Dennis X.
Comparison of Selected Physical Parameters between American and Chinese Male College Students. 7p. 1mf. L1 ED 319 349

Chance, Edward W.
Preparing Women and Minorities as Rural School Administrators. 20p. 1mf. L2 ED 319 553

Chance, Edward, W.
BIA/Contract School Secondary Administrator: Characteristics and Leadership Style. 21p. 1mf. L2 ED 319 568

Char, Cynthia
Children's Use of the Unique Features of Interactive Videodiscs. Technical Report No. 42. 22p. 1mf. L2 ED 319 375
Research and Design Issues Concerning the Development of Educational Software for Children. Technical Report No. 14. 7p. 1mf. L1 ED 319 374

Cheek, Timothy
Japan and Northeast Asia: A Selected Bibliography and Guide to Research at Tutt Library. 25p. 1mf. L1 ED 319 667

Cheng, Chin-Chuan
Microcomputer-Based User Interface for Library Online Catalogue. 15p. 1mf. L1 ED 319 384

Chickering, Arthur W.
Seven Principles for Good Practice in Undergraduate Education: Faculty Inventory. Institutional Inventory. 32p. 1mf. L1 ED 319 293

Christie, Nancy G.
Elaboration of Tinto's Model of College Student Departure: A Qualitative Study of Freshman Experiences. 32p. 1mf. L1 ED 318 926

Christopher, James D.
Discriminant Analysis of Variables Related to the Classification of Students with Learning Disabilities: A Field-Based Investigation. 29p. 1mf. L1 ED 319 184

Clagett, Craig A.
Community College Transfers to Maryland Four-Year Institutions. Research Brief RB90-11. 22p. 1mf. L1 ED 319 449

Clark, Elton
Diesel Fuel Systems. Teacher Edition (Revised). 312p. 4mf. L2 ED 318 918
Diesel Fundamentals. Teacher Edition (Revised). 1055p. 11mf. L2 ED 318 922

Clark, Henry T., III
Effect of Amount of Intervening Text on Detection of Semantic Inconsistencies by Competent and Less Competent College Readers. 18p. 1mf. L1 ED 319 005
Effect of Feedback on the Illusion of Knowing and Comprehension Monitoring of College Students. 18p. 1mf. L1 ED 319 003
Recall of Information Separating Two Inconsistent Propositions: An Experimental Test of the "Cognitive Dumping" Hypothesis. 13p. 1mf. L1 ED 319 004
Relationship of Text Schemata to Comprehension Monitoring among 3rd, 4th, and 6th Grade Students. 12p. 1mf. L1 ED 319 002

Clark, Jane E., Ed.
Abstracts of Research Papers 1990. Presented at the Annual Convention Consortium Meetings of the American Alliance for Health, Physical Education, Recreation and Dance (New Orleans, Louisiana, March 28-31, 1990). 355p. 4mf. L2 ED 319 701

Clark, Jill
Wisconsin's Educational Reform: Patterns of Adoption. 23p. 1mf. L1 ED 319 093

Clark, Sheldon B.
Consensus on Desirable Characteristics of Mail Questionnaires: Illusion or Reality? 23p. 1mf. L1 ED 319 804

Clavner, Jerry B.
Coding Language vs. Authoring System: To Code or Author--That Is the Question. 15p. 1mf. L1 ED 319 468

Clayton, Graham
Developments in Entrepreneurship Education at Confederation College of Applied Arts and Technology.
9p. 1mf. L1 ED 319 445
Entrepreneurial Education at the Postsecondary Level.
10p. 1mf. L1 ED 319 444
Teaching Entrepreneurship at the College Level.
9p. 1mf. L1 ED 319 446

Cline, Paul C.
Citizen Participation and Effective Political Parties: Mutual Exclusivity or Necessary Interdependence?
33p. 1mf. L1 ED 319 658

Coe, David E.
Toward Collegial Inquiry: Is There More to Clinical Supervision Than the Improvement of Practice?
30p. 1mf. L1 ED 319 724

Coe, Pam
Condition of Rural Education in Kentucky: A Profile.
14p. 1mf. L1 ED 319 579
Condition of Rural Education in Tennessee: A Profile.
13p. 1mf. L1 ED 319 578
Condition of Rural Education in Virginia: A Profile.
15p. 1mf. L1 ED 319 577
Condition of Rural Education in West Virginia: A Profile.
15p. 1mf. L1 ED 319 576

Coffey, Janis Cox
Planning for Change: Fall 1988 Enrollment Update. Sixth Report in the "Planning for Change" Series.
86p. 1mf. L1 ED 319 440

Cohen, LeoNora
Teaching Gifted Kindergarten and Primary Children in the Regular Classroom. Meeting the Mandate. OSSC Bulletin Special Issue.
128p. 2mf. L1 ED 319 125

Coleman, Marion Tolbert
Ward Doesn't Live Here Anymore.
15p. 1mf. L2 ED 318 956

Collins, Angelo
Novices, Experts, Veterans, and Masters: The Role of Content and Pedagogical Knowledge in Evaluating Teaching.
19p. 1mf. L1 ED 319 815
Teacher's Portfolio--What Is Necessary and Sufficient? (A High School Biology Unit Plan as an Example.)
31p. 1mf. L1 ED 319 814

Collins, James J.
Federal Drug Data for National Policy.
17p. 1mf. L1 ED 318 928

Conn, Robert H.
Rear Guard on the Escalator: The Struggle To Protect the Liberal Arts Core in Higher Education. Occasional Papers, No. 80.
13p. 1mf. L1 ED 319 272

Connolly, Colleen
Improving Middle Schools in Boston: A Report on Boston Compact and School District Initiatives.
86p. 1mf. L1 ED 319 842

Coopersmith, Georgia A.
Disciplinary Differences in Faculty Conformity to the Norms of Science: Are Norms Compensatory Integrating Mechanisms for Professional Fragmentation?
16p. 1mf. L1 ED 319 329

Corder, Lloyd E., Comp.
Flight to Success: A Collection of Lists Created for Today's Business World.
19p. 1mf. L1 ED 319 088
Winning: A Post-Graduate Course in Succeeding in the Real World.
40p. 1mf. L1 ED 319 089

Cordero, William J.
Coordination of Effort among Student Services Programs. A Report.
21p. 1mf. L1 ED 319 462

Cornell, L.
Easing the Transition from Secondary School to College.
141p. 2mf. L1 ED 319 439

Cornell, Nancy T.
School Crisis Network: A School and Mental Health Cooperative Effort.
23p. 1mf. L1 ED 318 979

Costantino, Giuseppe
Assessment of Attention Deficit Disorder Using a Thematic Apperception Technique.
25p. 1mf. L1 ED 319 793

Craig, Ford M.
Assessment of Course Needs for Older Adults at McCook Community College.
39p. 1mf. L1 ED 319 428

Craven, Jean
Middle School Social Studies: A Guide for Classroom Teachers. Eastern Hemisphere Studies, Western Hemisphere Studies, New Mexico History and Geography, United States History.
106p. 2mf. L1 ED 319 664

Crawley, Frank E.
Attitude and Secondary School Science Students' Intention To Enroll in Physics: An Application of the Theory of Planned Behavior.
32p. 1mf. L1 ED 319 631

Creasey, Gary L.
Relationships between Parenting Stress, Marital Stress, and Social Support for Mothers and Fathers.
11p. 1mf. L1 ED 319 515

Crilley, Gary
Evaluating Recreation Programmes with Disabled Participants.
7p. 1mf. L1 ED 319 714

Crocker, Betty
Effects of Encouragement or Discouragement for Using Hands-On Science Activities upon Teaching Style.
13p. 1mf. L1 ED 319 608

Cross, Christopher T.
Selected Speeches, Addresses, Remarks, and Testimony of the Assistant Secretary of Education for Educational Research and Improvement, October 23-December 11, 1989.
89p. 1mf. L1 ED 319 108

Crouch, Luis
Indicators of Student Flow Rates in Honduras: An Assessment of an Alternative Methodology, with Two Methodologies for Estimating Student Flow Rates. BRIDGES Research Report No. 6.
45p. 1mf. L1 ED 319 116

Cuadra, Ernesto
Indicators of Student Flow Rates in Honduras: An Assessment of an Alternative Methodology, with Two Methodologies for Estimating Student Flow Rates. BRIDGES Research Report No. 6.
45p. 1mf. L1 ED 319 116

Cullen, Roxanne
Writing of Ferris State University Students: A View Across the Curriculum.
199p. 3mf. L1 ED 319 342

Cummings, E. Mark
Control as a Moderator of Children's Responses to Angry Interactions.
25p. 1mf. L1 ED 319 526

Cummins, Victoria H.
Student Journals: A Strategy for Teaching Research Methodology to Undergraduate Students.
14p. 1mf. L1 ED 319 307

Curtis, Dan B.
Humor in the Workplace: A Communication Tool. An Annotated Bibliography.
5p. 1mf. L2 ED 319 085

Curtis, Mary E.
Developing Literacy in Children and Adults: Are There Differences?
12p. 1mf. L1 ED 319 008

D'Costa, Ayres G.
Improving Prediction by Correcting Test Scores for Person Disturbances Using the Rasch Model.
5p. 1mf. L1 ED 319 768

Dale, Jack D.
Critical Dimensions of Principals' Performance.
14p. 1mf. L1 ED 319 813

Damico, Sandra Bowman
Engagement with Learning: The Student Perspective.
28p. 1mf. L1 ED 318 941

Davies, Bleddyn
Improving Efficiency in the Delivery of Services to the Aged in Great Britain.
27p. 1mf. L1 ED 318 843

Davis, Lawrence E.
Collaborative Intervention Approaches for At-Risk Youth: The Pittsburgh Experience.
28p. 1mf. L1 ED 319 816

Davis, Susan J.
Language Arts for Gifted Middle School Students. Teaching Resources in the ERIC Database (TRIED) Series.
84p. 1mf. L1 ED 319 046

Day, Donald L.
Profile of CEDA Debate Critics.
36p. 1mf. L2 ED 319 081

de Leeuw, Gary J.
Imagery, Language, LOGO and Curriculum.
28p. 1mf. L1 ED 319 508

de Rivera, Joseph
Adult Experience of Anger: Implications for Research on Children.
16p. 1mf. L1 ED 319 524

Decker, Marcia J., Ed.
Directory of Selected Early Childhood Programs, 1989-1990.
295p. 4mf. L1 ED 319 183

Deering, Paul D.
Analysis of the Content and Form of Students' Verbal Interactions in Cooperative Groups.
49p. 1mf. L1 ED 319 082
Ethnographic Approach for Examining Participants' Construction of a Cooperative Learning Classroom Culture.
38p. 1mf. L1 ED 319 083

Dempsey, John V.
Evaluation Semiotic.
36p. 1mf. L1 ED 319 772

Dennis, Lawrence J., Ed.
Proceedings of the Annual Conference of the Midwest Philosophy of Education Society (Chicago, Illinois, November 13-14, 1987 and November 11-12, 1988).
233p. 3mf. L1 ED 319 670

Denny, James
Preparing and Maintaining Workers. Report 11.
37p. 1mf. L1 ED 318 875

Dentler, Robert A.
School Principal Selection Practices: Five Case Studies.
168p. 2mf. L1 ED 319 107

Denton, Stanley E.
Collaborative Intervention Approaches for At-Risk Youth: The Pittsburgh Experience.
28p. 1mf. L1 ED 319 816

Denzer, Debra
From Theory to Practice: ESL and Literature.
19p. 1mf. L2 ED 319 242

DeStefano, Johanna S.
Growth of English as the Language of Global Satellite Telecommunications.
15p. 1mf. L1 ED 319 368

DeStefano, Lizanne
Secondary Transition Intervention Effectiveness: Fourth Annual Report.
145p. 2mf. L1 ED 319 222

DeTure, Linda R.
Science Preparation of Elementary Teachers.
19p. 1mf. L1 ED 319 602

Dey, Eric L.
Evaluating College Student Retention: Comparative National Data from the 1981-1984 Entering Freshman Classes.
25p. 1mf. L1 ED 319 320

Dickens, Royce
State Needs Assessments, Title II EESA: A Summary Report.
36p. 1mf. L1 ED 319 124

Didham, Cheryl K.
Equal Opportunity in the Classroom--Making Teachers Aware.
17p. 1mf. L1 ED 319 691

Dinham, Sarah M.
Elaboration of Tinto's Model of College Student Departure: A Qualitative Study of Freshman Experiences.
32p. 1mf. L1 ED 318 926

Disinger, John F.
Recent Developments in College Level Environmental Studies Courses and Programs. ERIC/SMEAC Environmental Education Digest No. 2, 1988.
4p. 1mf. L1 ED 319 629

Dixon, Donald A.
Organizational Culture and Correlates of Effectiveness in California's Dropout Prevention Programs.
25p. 1mf. L1 ED 319 786

Dixon, Terry P.
Study of University of Central Texas Student Opinions Concerning Academic and Service Programs.
36p. 1mf. L1 ED 319 306

Doan, Robert L.
Investigation of the Differences in Attitude and Achievement between Male and Female Second and Fifth Grade Science Students.
13p. 1mf. L1 ED 319 614

Dolly, John P.
Role of the School in Creating a Supportive Learning Environment for Minority Students.
11p. 1mf. L1 ED 319 863

Donaldson, Weber D., Jr.
Code-Cognition Approaches to Language Learning.
11p. 1mf. L1 ED 319 234

Donaldson, William S.
Summer Academic Skills Enhancement Program. Final Evaluation Report.
37p. 1mf. L1 ED 319 860

Donnelly, Joseph E.
Living Anatomy. Second Edition.
231p. mf. L3 ED 319 741

Dore, Christopher D.
Navajo Educational Values and Facility Design.
49p. 1mf. L1 ED 319 547

Dori, Yehudit
Attitudes toward a Simulation Based Chemistry Curriculum for Nursing Students.
8p. 1mf. L1 ED 319 605

Dorow, Ernest B.
Temperament Types of Social Studies Teachers.
12p. 1mf. L1 ED 319 659

Doud, James L.
K-8 Principal in 1988: A Ten Year Study.
170p. 2mf. L1 ED 319 134

Dougherty, Van
Current Practice: Is It Enough?
36p. 1mf. L1 ED 319 851

Douglas, Joel M.
Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education; Volume 16.
271p. 3mf. L2 ED 319 309

Douglas, Joel M., Ed.
Unionization among College Faculty--1990.
13p. 1mf. L2 ED 319 310

Dowell, David A.
Computer Aided Instruction in Teaching Program Evaluation.
8p. 1mf. L1 ED 319 362

Doyle, Mary Anne E.
Homework as a Learning Experience. What Research Says to the Teacher. Third Edition.
34p. 1mf. L2 ED 319 492

Doyle, Terrence J.
Holistic Approach to Improving Advising at Ferris State University. 1988-89 Information Paper.
25p. 1mf. L1 ED 318 955

Drummond, Robert J.
Work Values of Preservice and Inservice Teachers and Educators.
10p. 1mf. L1 ED 319 721

Dubin, Samuel S., Ed.
Maintaining Professional Competence. Approaches to Career Enhancement, Vitality, and Success throughout a Work Life.
328p. mf. L3 ED 319 334

Dudczak, Craig A.
Profile of CEDA Debate Critics.
36p. 1mf. L2 ED 319 081

Duke, Charles R.
Knowing Your Audience: Pre- and Post-Assessment of Preservice Teachers' Attitudes and Perceptions.
22p. 1mf. L1 ED 319 684

Dunkle, Margaret C.
Just What the Doctor Should Have Ordered: A Prescription for Sex-Fair School Health Services.
178p. 2mf. L1 ED 319 142

Dunn, Janice
In-Service Program To Foster the Teaching of Life Skills to Moderately Retarded Elementary School Students.
56p. 1mf. L1 ED 319 161

Durksen, Virginia, Ed.
Junior High Social Studies: Teacher Resource Manual.
217p. 3mf. L1 ED 319 647
Social Studies 20 and Social Studies 23. Interim Teacher Resource Manual.
215p. 3mf. L1 ED 319 645

Duron, Guillermo, Ed.
Special Projects: Meeting Special Needs.
13p. 1mf. L1 ED 319 569

Dyck, Isabel
Daily Lives of Women with Young Children: Redefining a "Woman's Place"?
20p. 1mf. L1 ED 319 648

Easton, John Q.
June 1989 Grade Retention in Chicago Public Elementary Schools. Monitoring and Researching the Effects of School Reform in Chicago.
45p. 1mf. L1 ED 319 499

Eastvold, Sharon Foley
Winterberry City: Map Games and Activities for Language and Problem Solving.
104p. 2mf. L2 ED 319 156

Edgerton, Russell
Making of a Professor.
12p. 1mf. L1 ED 319 295

Edwards, George
Status of Articulation between Public Secondary Schools and Public Community Colleges.
30p. 1mf. L1 ED 319 457

Eichel, Bette
Training Part-Time ESL Instructors.
23p. 1mf. L1 ED 319 240

Eisenberg, Bonnie
Women in Colonial and Revolutionary America.
50p. 1mf. L1 ED 319 676

Eksterowicz, Anthony J.
Citizen Participation and Effective Political Parties: Mutual Exclusivity or Necessary Interdependence?
33p. 1mf. L1 ED 319 658

El-Sheikh, Mona
Control as a Moderator of Children's Responses to Angry Interactions.
25p. 1mf. L1 ED 319 526

Ellenzweig, Judith
Project SOLID START.
9p. 1mf. L1 ED 319 490

Elliot, Jack
Factors Related to the Decisions of Rural Public High School Students to Participate in Vocational Education.
8p. 1mf. L1 ED 319 544

Ellwein, Mary Catherine
Using Readiness Tests To Route Kindergarten Students: The Snarled Intersection of Psychometrics, Policy, and Practice.
46p. 1mf. L1 ED 319 540

Emery, Mary, Comp.
Community Education and Economic Development: Activities in the Field and Potential New Models.
104p. 2mf. L1 ED 318 892

Emmons, Nancy J.
Statistical Methods Used in "American Educational Research Journal," "Journal of Educational Psychology," and "Sociology of Education" from 1972 through 1987.
34p. 1mf. L1 ED 319 797

English, Jill
Criteria for the Selection of Drug Abuse Prevention Curricula: A Workbook.
18p. 1mf. L1 ED 319 148

Engstrom, Cathy McHugh
Attitudes of Residence Hall Students toward Student-Athletes: Implications for Advising, Training and Programming. Research Report #19-89.
22p. 1mf. L1 ED 319 321

Enochs, Larry G.
Further Development of an Elementary Science Teaching Efficacy Belief Instrument: A Preservice Elementary Scale.
30p. 1mf. L1 ED 319 601

Enwonwu, Cyril O., Ed.
Impact of Nutrition on Health and Disease in Blacks and Other Minorities. Proceedings of the Meharry Medical College Annual Nutrition Workshop (1st, Nashville, Tennessee, October 28-30, 1987). Annual Nutrition Workshop Series, Volume 1.
235p. 3mf. L1 ED 319 731
Nutrition and Hypertension in Blacks and Other Minorities. Proceedings of the Meharry Medical College Annual Nutrition Workshop (2nd, Nashville, Tennessee, October 26-28, 1988). Annual Nutrition Workshop Series, Volume II.
225p. 3mf. L1 ED 319 681

Erimie, Rosemary F.
Increasing the Learning Experiences of Preschool Students through the Development of a Physical Play Environment.
140p. 2mf. L1 ED 319 476

Erle, Sharon B.
Examination of a Problem Solving Partnership from a Social Interaction Perspective.
24p. 1mf. L1 ED 319 610

Erling, Sally
Assessment of Student Progress in Special Education: Mixed-Exceptionality versus Single-Exceptionality Programs. Research Report.
77p. 1mf. L1 ED 319 223

Escobedo, Theresa H.
Study of Children's Computer-Generated Graphics.
39p. 1mf. L1 ED 319 504

Estes, Nolan, Ed.
Magnet Schools. Recent Developments and Perspectives.
228p. mf. L3 ED 319 840

Faddis, Bonnie
Guide for Planning, Implementing, and Evaluating a Mentoring Program. Hand in Hand: Mentoring Young Women. Book 1.
114p. 2mf. L1 ED 318 971
Ideabook for Mentors. Hand in Hand: Mentoring Young Women. Book 2.
39p. 1mf. L1 ED 318 972

Fagan, Roberta E., Ed.
Our Books, Our Wings: Books Nebraskans Read and Treasure.
337p. 4mf. L1 ED 319 055

Farabee, David
Intrinsic Motivation, Perceived Competence, and Gender in a Controlling Situation.
13p. 1mf. L1 ED 318 982

Farlow, Leslie J.
Assessing Student Performance: The Effect of Procedural Contrast between Training and Probe Conditions.
36p. 1mf. L1 ED 319 214

Farrar, Eleanor
Improving Middle Schools in Boston: A Report on Boston Compact and School District Initiatives.
86p. 1mf. L1 ED 319 842

Feagans, Lynne V.
Attention to Language in Day Care Attending Children: A Mediating Factor in the Developmental Effects of Otitis Media.
15p. 1mf. L1 ED 319 511
Links between Infant Day Care and Family Environment: Care Arrangements and the Role of the Father.
11p. 1mf. L1 ED 319 512

Feng, Jianhua
Science, Sciencing and Science Education: An Integrated Approach to Science Education in Early Childhood.
15p. 1mf. L1 ED 319 525

Fick, Ana Correa
Determinants of Smoking Status of Black Urban Adolescents.
8p. 1mf. L1 ED 319 848

Fido, A. T.
Safety Management Systems.
30p. 1mf. L1 ED 318 896

Fillmer, H. T.
Imagery: A Neglected Correlate of Reading Instruction.
19p. 1mf. L1 ED 319 039

Firor, W. B.
Medicine and Physical Education: A Successful Education Experiment.
8p. 1mf. L1 ED 319 695

Fisher, Joseph A., Ed.
College and Adult Reading IX: The Ninth Yearbook of the North Central Reading Association.
217p. 3mf. L1 ED 318 992
College and Adult Reading VIII: The Eighth Yearbook of the North Central Reading Association.
274p. 3mf. L1 ED 318 991
College and Adult Reading X: The Tenth Yearbook of the North Central Reading Association.
225p. 3mf. L1 ED 318 993
College and Adult Reading XI: The Eleventh Yearbook of the North Central Reading Association.
173p. 2mf. L1 ED 318 994
College and Adult Reading XII: The Twelfth Yearbook of the North Central Reading Association.
189p. 2mf. L1 ED 318 995
College and Adult Reading XIII: The Thirteenth Yearbook of the North Central Reading Association.
265p. 3mf. L1 ED 318 996
College and Adult Reading XIV: The Fourteenth Yearbook of the North Central Reading Association.
195p. 3mf. L1 ED 318 997

Fisher, Kay E., Ed.
College and Adult Reading XIV: The Fourteenth Yearbook of the North Central Reading Association.
195p. 3mf. L1 ED 318 997

Fitch, Marguerite
First Grade Children's Comprehension and Recall of "Noodle Doodle Box." A Final Report.
168p. 2mf. L1 ED 319 532

Fleischman, Howard L.
Evaluation Guide for Bilingual Vocational Training.
103p. 2mf. L1 ED 319 244

Flick, Larry
Affecting Preservice Elementary Teachers' Attitudes toward Inquiry Teaching in Science through Projects with Individual Children.
11p. 1mf. L1 ED 319 596

Flom, Barbara
Self Concept: Learning Disabled vs. Non-Learning Disabled College Students.
12p. 1mf. L1 ED 319 163

Flynn, Jeffrey
Art of Investing School District Funds: Rules of the Game.
111p. 2mf. L2 ED 319 151

Foliart, Hillary H.
Factors Affecting Use of Computers in Elementary Classrooms: Implications for Preservice and Inservice Education.
29p. 1mf. L1 ED 319 356

Forsyth, Patrick B.
NCPEA--UCEA: Converging Missions.
11p. 1mf. L1 ED 319 114

Fox, Connie
Basic Stuff--Ideas for Implementation.
12p. 1mf. L1 ED 319 712
Strengthening Teacher Preparation for Motor Performance Skill Development--Motor Processes Approach.
20p. 1mf. L1 ED 319 713

Fox, Sandra J.
Native American Curriculum: Primary, Intermediate, Junior High, High School.
184p. 2mf. L1 ED 319 548

Frazier, Billie H.
Adult Children.
9p. 1mf. L1 ED 318 944
Aging Parents.
12p. 1mf. L1 ED 318 943
Dementia and Alzheimer's Disease in the Elderly.
20p. 1mf. L1 ED 318 945
Family Caregivers.
18p. 1mf. L1 ED 318 946
Family Support Networks.
8p. 1mf. L1 ED 318 947
Grandparenting.
10p. 1mf. L1 ED 318 948
Humor in Later Life.
8p. 1mf. L1 ED 318 949
Intergenerational Relationships.
13p. 1mf. L1 ED 318 950
Living Arrangements in Later Life.
16p. 1mf. L1 ED 318 951
Pets and the Elderly.
13p. 1mf. L1 ED 318 952
Sibling Relationships in Adulthood.
11p. 1mf. L1 ED 318 953

Frensch, Helen
Flight. Science Series Grades 4, 5, 6.
37p. 1mf. L2 ED 319 622

Friedel, Jan
2020 Perfect Vision for the Next Century: An Environmental Scan.
128p. 2mf. L1 ED 319 451

Frymier, Jack
Simultaneous Replication: A Technique for Large-Scale Research.
24p. 1mf. L1 ED 319 799

Fuchs, Gordon E.
School Bookstore: A Vehicle for the Integration of Learning.
7p. 1mf. L1 ED 319 655

Fuertes, Jairo
Profile of Incoming Freshmen at the University of Maryland, College Park, 1989-1990. Research Report #1-90.
16p. 1mf. L1 ED 319 328

Fullan, Michael G.
Teacher Education in Ontario: Current Practice and Options for the Future.
126p. 2mf. L1 ED 319 697

Gaber-Katz, Elaine
Guide to Resources for ESL Literacy Facilitators.
21p. 1mf. L1 ED 319 268

Gable, Robert A.
Effects of Parent Training on the Behavior Problems in the Home of Preschool Handicapped Children.
55p. 1mf. L1 ED 319 216

Gable, Robert A., Ed.
Assessing Students with Special Needs: A Sourcebook for Analyzing and Correcting Errors in Academics.
174p. mf. L3 ED 319 685

Gable, Robert K.
Assessing and Dealing with School-Related Stress in Grades 3-12 Students.
25p. 1mf. L1 ED 318 924

Gadzella, Bernadette M.
Types of Stresses Experienced by Professionals.
12p. 1mf. L2 ED 318 985

Galagan, Patricia A.
Training America. Learning to Work for the 21st Century.
21p. 1mf. L1 ED 318 840

Gallagher, James J.
Generation of Policy Options: The Family.
37p. 1mf. L1 ED 319 168

Galloway, Rita
Counseling Supervision: A Possible Relationship between Perceived Training Needs and Language.
15p. 1mf. L1 ED 318 958

Gamoran, Adam
Instructional Discourse and Student Engagement.
35p. 1mf. L1 ED 319 780

Garb, Yaakov Jerome
Responding to the Environmental Crisis: the Pedagogic Challenge.
20p. 1mf. L1 ED 319 633

Gastineau, Jerrel
Academic Skills Workshop: A Parent/Child Group Intervention To Stop School Failure.
6p. 1mf. L1 ED 318 961

Geary, David
Open Learning for Process Operators. ZIFF Papiere 78.
24p. 1mf. L1 ED 318 891

Gelin, Frank
On Becoming an Institution of First Choice.
33p. 1mf. L1 ED 319 464

Gentner, Dedre
Historical Shifts in the Use of Analogy in Science. Technical Report No. 498.
36p. 1mf. L1 ED 318 987

George, Carol
Conflict and Attachment: The Experience of Disorganized/Controlling Children.
15p. 1mf. L1 ED 319 496

Gerber, Rod, Ed.
Developing Skills in Geographical Education.
361p. 4mf. L1 ED 319 644

Gertler, Paul
Willingness To Pay for Education in Developing Countries: Evidence from Rural Peru. Living Standards Measurement Study Working Paper No. 54.
59p. 1mf. L2 ED 319 668

Gibbs, Leonard E.
Teaching Critical Thinking at the University Level: A Review of Some Empirical Evidence.
14p. 1mf. L1 ED 319 279

Giessow, Fred
Exploring the Universe. Science Series Grades 4, 5, 6.
38p. 1mf. L2 ED 319 623

Giessow, Jean
Exploring the Universe. Science Series Grades 4, 5, 6.
38p. 1mf. L2 ED 319 623

Gilchrist, William P.
Study of the Performance of Hearing Impaired Children on the K-ABC.
21p. 1mf. L1 ED 319 785

Glazer, Judith S.
Nelson Rockefeller and the Politics of Higher Education in New York State.
29p. 1mf. L1 ED 319 271

Gleghorn, Alice A.
Body Image and Self-Esteem in Normal Weight Women.
13p. 1mf. L1 ED 318 983

Gleich, Patricia K.
Older Worker Readiness Project. Job Preparation Centers for Individuals 55 and Over.
34p. 1mf. L1 ED 318 886

Glewwe, Paul
Willingness To Pay for Education in Developing Countries: Evidence from Rural Peru. Living Standards Measurement Study Working Paper No. 54.
59p. 1mf. L2 ED 319 668

Glock, Nancy Clover
Diversity without Divisiveness: toward Agreement on Fundamental Values for a "One World Curriculum".
11p. 1mf. L1 ED 319 456
Rethinking the Curriculum To Meet the Needs of Underprepared, Underrepresented, and Economically Disadvantaged Students: Majors and Courses for the 21st Century.
12p. 1mf. L1 ED 319 467

Glowacki, Margaret L.
Survey of University Students' Behavior, Knowledge, and Opinions Regarding Unauthorized Copies of Computer Software.
25p. 1mf. L1 ED 319 403

Gluckman, Ivan
Administrator Tenure Statutes and Other Legislative Protection of Position. A Legal Memorandum.
6p. 1mf. L2 ED 319 122

Goertz, Margaret E., Ed.
Education Politics for the New Century: The Twentieth Anniversary Yearbook of the Politics of Education Association. Falmer Press Education Policy Perspectives Series.
178p. 2mf. L1 ED 319 140

Goldman, Susan R.
Reasoning and Comprehension Processes of Linguistic Minority Persons Learning from Text. 136p. 2mf. L1 ED 319 230

Goldsmith, Oliver Scott
Facts and Fables of State Spending. ISER Fiscal Policy Papers. No. 2. 17p. 1mf. L1 ED 319 559

Gong, Brian
Current State Science Assessments: Is Something Better Than Nothing? 30p. 1mf. L1 ED 319 763

Gordon, Howard R. D.
Future Farmers of America--A Profile of Chapters and Advisors. 25p. 1mf. L1 ED 318 921

Gottlieb, Stephen S.
Right To Read: Censorship in the School Library. ERIC Digest. 4p. 1mf. L1 ED 319 067

Govan, Reginald C., Ed.
One Nation, Indivisible: The Civil Rights Challenge for the 1990s. 659p. 7mf. L1 ED 319 835

Graham, Janet G.
Changing Fossilized Speech: What Does It Take? 21p. 1mf. L1 ED 319 265

Grant, Linda
Educational Attainment of Children of Immigrants. 25p. 1mf. L2 ED 319 829
Ethnicity, Immigrant Generation Status, and School Attainment of Asians, Hispanics and Non-Hispanic Whites. 52p. 1mf. L2 ED 319 828

Gray, Philip A.
Assessment of Basic Oral Communication Skills. A Selected, Annotated Bibliography. Second Edition. 5p. 1mf. L2 ED 319 086

Grayson, Wendy L.
New Mexico's Policy on Indian Education. A Report on the Development of New Mexico's Policy on Indian Education. 32p. 1mf. L1 ED 319 564

Greer, John T.
Increasing Teacher Autonomy through Shared Governance: Effects on Policy Making and Student Outcomes. 30p. 1mf. L2 ED 319 096

Gritzer, Glenn
Asian-American Communications In-School Staff and Parent Workshops 1988-89. OREA Evaluation Section Report. 20p. 1mf. L1 ED 319 850
Bilingual Children's Project. B.C.P., 1988-89. OREA Report. 23p. 1mf. L1 ED 319 256
Computer-Focused Russian Bilingual Instructional Program, 1988-89. OREA Report. 28p. 1mf. L1 ED 319 254

Gross, James A.
Teachers on Trial: Values, Standards, and Equity in Judging Conduct and Competence. 121p. mf. L3 ED 319 135

Grubb, Ralph E.
Effects of Paired Student Interaction in the Computer Tutoring of Statistics. 14p. 1mf. L1 ED 319 146

Guerrero, Frank
Comprehensive Instructional Managmenent Systems-Communication Arts (CIMS-CA), 1988-89. Evaluation Section Report. OREA REport. 76p. 1mf. L1 ED 319 068
School Community Education Program in New York City 1988-89. Volume I. OREA Evaluation Section Report. 107p. 2mf. L1 ED 319 869
School Community Education Program in New York City 1988-89. Volume II. OREA Evaluation Section Report. 105p. 2mf. L1 ED 319 870
School Community Education Program in New York City 1988-89. Volume III. OREA Evaluation Section Report. 109p. 2mf. L1 ED 319 871
School Community Education Program in New York City 1988-89. Volume IV. OREA Evaluation Section Report. 59p. 1mf. L1 ED 319 872

Guillemard, Anne-Marie
Old Age Policy in France. 29p. 1mf. L1 ED 318 844

Guinn, Sue
Operation Rescue, Corsicana: An Early Intervention Program. 19p. 1mf. L1 ED 319 133

Gulley, Beverly
Told Tale: Oral Storytelling and the Young Child. 21p. 1mf. L1 ED 319 517

Gutknecht, Bruce
All the King's Horses and Men, Basic Skills, and Whole Language. 15p. 1mf. L1 ED 319 016
From Basic Skills to Whole Language in Reading Instruction: Can We Get There from Here? 14p. 1mf. L1 ED 319 017
Mitigating the Effects of Negative Stereotyping of Aging and the Elderly in Primary Grade Reading Instruction. 19p. 1mf. L1 ED 319 015

Hall, Donald A.
Effects of an Innovative Activity-Centered Biology Program on Attitude toward Elementary Teachers. 14p. 1mf. L1 ED 319 612

Hammond, Jennifer
NCELTR Literacy Project. 9p. 1mf. L1 ED 319 267

Hancock, Gregory R.
Competing Strategies for Planned Orthogonal Contrasts. 17p. 1mf. L1 ED 319 801

Handel, Ruth D.
Shared Visions, Double Vision, and Changing Perspectives: A College/School Parent Participation Program. 33p. 1mf. L1 ED 319 833

Hansen, Tricia L.
Humor in the Workplace: A Communication Tool. An Annotated Bibliography. 5p. 1mf. L2 ED 319 085

Harbin, Gloria
States' Progress Related to Fourteen Components of PL 99-457, Part H. 50p. 1mf. L1 ED 319 169

Hardesty, Carolyn, Ed.
The Iowa Family Farm. 33p. 1mf. L1 ED 319 641

Hardy, Chlorene M., Ed.
Our Books, Our Wings: Books Nebraskans Read and Treasure. 337p. 4mf. L1 ED 319 055

Harris, Carole Ruth
Identifying and Serving the Gifted New Immigrant/Refugee: Problems, Strategies, Implications. 30p. 1mf. L1 ED 319 209

Harris, Joseph
Growth and Conflict in Basic Writing. 12p. 1mf. L1 ED 319 056

Harris, Robert C.
Substance Abuse in the Workplace: Implications for Trade & Industry Education. 14p. 1mf. L1 ED 318 880

Harris, Sally
Opening Our Doors: Taking Public Library Service to Preschool and Day-Care Facilities. 28p. 1mf. L1 ED 319 521

Harrison, Robert L., Jr.
Recurring Author: William Shakespeare, a Case Study through Content Analysis. 151p. 2mf. L1 ED 319 042

Hart, Craig H.
Maternal and Paternal Disciplinary Styles: Relations with Preschoolers' Behavioral Orientations and Sociometric Status. 39p. 1mf. L1 ED 319 486

Harwell, Michael R.
Summarizing Monte Carlo Results in Methodological Research: The Oneway Fixed-Effects ANOVA Case. 30p. 1mf. L1 ED 319 774
Summarizing Monte Carlo Results in Methodological Research. 30p. 1mf. L1 ED 319 775

Harwood, Richard C.
Closing the Gap: Meeting the Small Business Training Challenge in Connecticut. 41p. 1mf. L1 ED 318 867

Hatfield, Robert C.
Designing Faculty Curriculum Leader Roles. 20p. 1mf. L1 ED 319 677

Hawkins, Cathy M.
Substance Abuse in the Workplace: Implications for Trade & Industry Education. 14p. 1mf. L1 ED 318 880

Hawkins, Jan
Challenges of Formative Testing: Conducting Situated Research in Classrooms. Technical Report No. 48. 7p. 1mf. L2 ED 319 380

Hayden, Martin
From School to Higher Education in Australia. 48p. 1mf. L1 ED 319 323

Hayes, Cheryl D., Ed.
Who Cares for America's Children? Child Care Policy for the 1990s. Panel on Child Care Policy. Prepublication Copy. 362p. 4mf. L1 ED 319 523

Hayes, Elisabeth
Perceptions of Adult Men and Women Students in Higher Education. 23p. 1mf. L1 ED 319 348

Head, Ronald B.
Academic Performance of PVCC Transfers to Virginia Public Senior Institutions of Higher Education (1988-89). 31p. 1mf. L1 ED 319 420

Hedberg, Natalie L.
Challenge of Collecting Stories from Language Disabled Preschool Children. 9p. 1mf. L1 ED 319 160

Heinrich, Vivian
Spatial Visualization Test for Selecting Engineering Students. 10p. 1mf. L1 ED 319 767

Heiserman, Russell L.
Automotive Electronics. Teacher Edition (Revised). 412p. 5mf. L2 ED 318 916

Hellweg, Susan A.
Application of Grunig's Symmetry-Asymmetry Public Relations Models to Internal Communication Systems. 30p. 1mf. L1 ED 319 076

Helm, Virginia M.
Residency and Guardianship Requirements as Barriers to the Education of Homeless Children and Youth. 38p. 1mf. L1 ED 319 845

Helms, Barbara J.
Assessing and Dealing with School-Related Stress in Grades 3-12 Students. 25p. 1mf. L1 ED 318 924

Hendrickson, Jo M., Ed.
Assessing Students with Special Needs: A Sourcebook for Analyzing and Correcting Errors in Academics. 174p. mf. L3 ED 319 685

Hendrickson, Robert M.
Graduate Student Handbook. 63p. 1mf. L1 ED 319 274

Hensel, Nancy
Family Policy on the Community Level. 21p. 1mf. L1 ED 319 489

Hensley, Robin
Instructional Choices in Language Arts: Reality or Illusion. 16p. 1mf. L1 ED 319 013

Herendeen, Lisa
Teenage Parenthood, Poverty and Dependency: Do We Know How To Help? Background Briefing Report and Meeting Highlights. 39p. 1mf. L1 ED 318 887

Heritage, Jeannette
Gender, Teaching Methods and ACT Scores. 16p. 1mf. L1 ED 318 964

Hill, Bradley K.
Living in the Community: A Comparative Study of Foster Homes and Small Group Homes for People with Mental Retardation. Project Report 28. 215p. 3mf. L1 ED 319 199

Hill, David A., Ed.
Placing Geography in the Curriculum: Ideas from the Western PLACE Conference (Boulder, Colorado, August 9-11, 1987). 256p. 3mf. L2 ED 319 637

Hinkle, Betty R.
Colorado 1988 Annual ECIA Chapter 2 Report: Public Law 97-35. 49p. 1mf. L1 ED 319 573

Hinkle, J. Scott
DSM-III-R: Professional Implications and Revisions for Mental Health Counselors. 22p. 1mf. L1 ED 318 969

Hirsch, Linda
Are Principles of Writing across the Curriculum Applicable to ESL Students in Content Courses? Research Findings. 20p. 1mf. L1 ED 319 264

Hively, Robert, Ed.
Lurking Evil: Racial and Ethnic Conflict on the College Campus. AASCU Issues. 135p. 2mf. L2 ED 319 313

Ho, Kwok W.
Comparison of Selected Physical Parameters between American and Chinese Male College Students. 7p. 1mf. L1 ED 319 349

Hobbs, Vicki M.
Distance Learning Evaluation Study, Phase I. A Study of North Dakota and Missouri Schools Implementing German I by Satellite. Descriptive Statistical Report. 54p. 1mf. L1 ED 319 382

Hocevar, Dennis
Multidimensionality of Students' Evaluations of Teaching Effectiveness: The Generality of Factor Structures across Academic Discipline, Instructor Level, and Course Level. 18p. 1mf. L1 ED 319 788

Hoeft, Linda A.
Implementation of an Initial Training Program for New Employees in a Profoundly Mentally and Physically Handicapped Children and Adult Residential Facility. 47p. 1mf. L2 ED 319 213

Hoffacker, Bruce
Center for Core Studies at Brooklyn College. Executive Summary. 246p. 3mf. L1 ED 319 339

Hogg, Josie
Evaluating Recreation Programmes with Disabled Participants. 7p. 1mf. L1 ED 319 714

Holbrook, Lois, Comp.
At-Risk Youth in Vermont: A Resource Directory. 86p. 1mf. L1 ED 319 855

Holland, Barbara
State Incentive Funding: Leveraging Quality. 7p. 1mf. L1 ED 319 294

Holman, David
Implementing Experiential Based Education in a Rural Setting. 51p. 1mf. L1 ED 319 560

Holman, Paul C.
Grants and Contracts Handbook. 34p. 1mf. L2 ED 319 150

Holmes, Deborah A.
Supervision: A Comparison of Trainees' and Supervisors' Perceptions of Development. 9p. 1mf. L1 ED 318 959

Holmlund, Carin
Foundations of Communication: A Theoretical Approach to Imitation, Intermodality and Suggestion in the Child's Early Communicative Actions. Research Bulletin, Vol. XII:III. 36p. 1mf. L2 ED 319 079

Holt, Evelyn R.
"Remember the Ladies"--Women in the Curriculum. ERIC Digest. 4p. 1mf. L1 ED 319 652

Holznagel, Donald C.
Study of Distance Education Policies in State Education Agencies. 35p. 1mf. L1 ED 319 402

Honey, Margaret A.
Challenges of Formative Testing: Conducting Situated Research in Classrooms. Technical Report No. 48. 7p. 1mf. L2 ED 319 380
Role of Formative Research in the Design of Educational Computer Software. Technical Report No. 49. 10p. 1mf. L1 ED 319 392
Teaching Technology: Creating Environments for Change. Technical Report No. 45. 13p. 1mf. L2 ED 319 378

Horgan, Dianne
Students' Predictions of Test Grades: Calibration and Metacognition. 6p. 1mf. L1 ED 319 812

Horn, Laura
Trends in High School Math and Science Course Taking: Effects of Gender and Ethnicity. 32p. 1mf. L1 ED 319 593

Horton, Diane, Comp.
Primer on Entrepreneurial Education for Community Educators. 72p. 1mf. L1 ED 318 893

Hough, David
Cost-Effects Analysis of Year-Round Education Programs. 52p. 1mf. L1 ED 319 771

House, Ernest R.
Cultural Literacy and Testing. Content Assessment Project. Final Deliverable. 88p. 1mf. L1 ED 319 639

Houser, Neil Owen
Classroom Management. 22p. 1mf. L1 ED 319 683

Howe, Robert W.
Accountability in Mathematics Education. ERIC/SMEAC Mathematics Digest No. 3, 1988. 4p. 1mf. L1 ED 319 628

Howley, Craig B.
Capital Outlay: A Critical Concern in Rural Education. ERIC Digest. 3p. 1mf. L1 ED 319 583
Condition of Rural Education in West Virginia: A Profile. 15p. 1mf. L1 ED 319 576

Hriskos, Constantine
Harmony in Career Learning and Scholastic System: Project Hi-Class 1988-89. OREA Evaluation Section Report. 32p. 1mf. L1 ED 319 874
Program Assistance for Neophytes. Project PAN, 1988-89. OREA Evaluation Section Report. 31p. 1mf. L1 ED 319 263

Huang, Gary
Family and Friend Relationships of Only Children: A Study of Adult Population in China. 41p. 1mf. L1 ED 319 487

Hubbard, Gary
Drug Abuse: A Community College Response. 11p. 1mf. L1 ED 319 419

Hudiburg, Richard A.
Comparing Computer-Related Stress to Computerphobia. 9p. 1mf. L1 ED 318 986

Huggins, Laura J.
Shared Book Experience: An Alternative to the Basal Reading Approach. 19p. 1mf. L2 ED 319 018

Hughes, Andrew S.
Success for Every Child: The Teachers We Need for the 1990s and Beyond. 34p. 1mf. L1 ED 319 708

Hummel, Thomas J.
Computer Assisted Instruction for Teaching Measurement-Based Clinical Hypothesis Testing. 22p. 1mf. L1 ED 319 756

Hunter, James
Capital Outlay: A Critical Concern in Rural Education. ERIC Digest. 3p. 1mf. L1 ED 319 583

Huntington, Robin B.
Community College Transfers to Maryland Four-Year Institutions. Research Brief RB90-11. 22p. 1mf. L1 ED 319 449

Huston, Jane, Ed.
Diesel Electrical Systems. Teacher Edition (Revised). 414p. 5mf. L2 ED 318 917
Diesel Fuel Systems. Teacher Edition (Revised). 312p. 4mf. L2 ED 318 918
General Electronics Technician. 788p. 9mf. L2 ED 318 919

Huttemann, Lutz, Ed.
Librarianship and Documentation Studies: A Handbook of Teaching and Learning Materials. Volume 3. 88p. 1mf. L1 ED 319 410

Huxtable, Jeanne
Teacher/Researcher Collaboration, Teacher Change, and Reading Group Discussions: "What Can't My Kids Do?" 14p. 1mf. L1 ED 319 014

Iannotti, Ronald J.
Comparison of Mothers' and Children's Reports of Life Stress in the Children's Lives. 14p. 1mf. L1 ED 319 495

Ilola, Lisa Marie
Disagreement Can Be Inviting: A Cooperative Learning Approach. 20p. 1mf. L1 ED 319 738

Imel, Susan
Jobs in the Future. ERIC Digest No. 95. 3p. 1mf. L1 ED 318 913
Vocational Education Performance Standards. ERIC Digest No. 96. 3p. 1mf. L1 ED 318 914

Ingels, Steven J.
Findings from the NELS:88 Base Year Student Survey. 61p. 1mf. L1 ED 319 747

Innes, Ruth S.
Developing and Instituting a Parenting Course for Parents of Children Ages 3 through 14 Years. 56p. 1mf. L1 ED 319 510

Irvin, Judith L.
Vocabulary Knowledge: Guidelines for Instruction. What Research Says to the Teacher. 35p. 1mf. L2 ED 319 001

Isonio, Steven
Microcomputers in Instruction, 1984-85 through 1987-88. Publication No. 538. 139p. 2mf. L1 ED 319 385

Jackson, David F.
Teaching and Learning about Graphing through Computer-Assisted Problem Solving: Issues in the Design and Interpretation of Graphs, the Design and Use of Educational Software, and Classroom Research Methodology. 256p. 3mf. L1 ED 319 594

Jackson, Thomas C.
Focusing on Appropriate Interventions for At-Risk Children with Professional Staff after the Multidisciplinary Team Process. 173p. 2mf. L1 ED 318 963

Jacobs, George
Disagreement Can Be Inviting: A Cooperative Learning Approach. 20p. 1mf. L1 ED 319 738

Jacobson, Michael H.
Pupil Control in the School Climate. 36p. 1mf. L1 ED 319 692

Jacoby, Barbara
Student as Commuter: Developing a Comprehensive Institutional Response. ERIC Digest. 3p. 1mf. L1 ED 319 297
Student as Commuter: Developing a Comprehensive Institutional Response. ASHE-ERIC Report No. 7. 118p. 2mf. L1 ED 319 298

Jaffe, David
How Accurate Are SAT Race Results? 9p. 1mf. L1 ED 319 807

James, Deborah Anne
Behavior Modification Project: Reducing and Controlling Calling Out Behaviors. 12p. 1mf. L1 ED 319 171

James, Terry L.
Establishing Clinical Training Sites: Rationale, Benefits and Perspective. 18p. 1mf. L1 ED 319 732

Janssens, D.
Micro-ISIS Training Course: Data Processing Principles and Applications. (Databases for Bibliographic Records and Serials, Training Material and Training Institutions, Addresses, and Registration of Mail). 167p. 2mf. L2 ED 319 398

Jardine, Doug
On Becoming an Institution of First Choice. 33p. 1mf. L1 ED 319 464

Jarvis, Patricia A.
Relationships between Parenting Stress, Marital Stress, and Social Support for Mothers and Fathers. 11p. 1mf. L1 ED 319 515

Jaynes, Gerald David, Ed
Common Destiny: Blacks and American Society. Summary and Conclusions. 48p. 1mf. L1 ED 319 822

Jaynes, Gerald David, Ed.
Common Destiny: Blacks and American Society. 622p. mf. L3 ED 319 821

Jefferson, Anne L.
Impact of Universities' ERPs? 17p. 1mf. L1 ED 319 286

Jensen, Jan
A.S.A.P. (As Soon As Possible). A Multitype Library Fax Consortium. 48p. 1mf. L1 ED 319 389
Benefits of Telefacsimile for High School Library Media Centers. Telefacsimile in Schools: Why Fax? 13p. 1mf. L1 ED 319 390

Jesse, A.
Micro-ISIS Training Course: Data Processing Principles and Applications. (Databases for Bibliographic Records and Serials, Training Material and Training Institutions, Addresses, and Registration of Mail). 167p. 2mf. L2 ED 319 398

Jeziorski, Michael
Historical Shifts in the Use of Analogy in Science. Technical Report No. 498. 36p. 1mf. L1 ED 318 987

Johanson, Richard K.
Vocational Training for Self Employment. ILO's Experience in Africa. 21p. 1mf. L1 ED 318 853

Johns, Jerry L.
Language Arts for Gifted Middle School Students. Teaching Resources in the ERIC Database (TRIED) Series. 84p. 1mf. L1 ED 319 046
Literacy Portfolios. 11p. 1mf. L1 ED 319 020

Johnsen, Susan K.
Validity and Reliability of Instruments Used in Identifying Gifted and Talented Students. 39p. 1mf. L1 ED 319 159

Jones, B. Kathryn
Communicating Evaluation Findings: The Use of a Chart Essay. 27p. 1mf. L1 ED 319 798

Jones, Gail
Cognitive Conflict and Cooperative Learning. 13p. 1mf. L1 ED 319 598

Jones, Janis Cox
Los Rios Community College District Office of Planning and Research Student Persistence Study. 35p. 1mf. L1 ED 319 441
Los Rios Transfer Statistics: Fall 1988/Spring 1989 Update. 38p. 1mf. L1 ED 319 442

Jones, Randall D.
Planning for Change: Fall 1988 Enrollment Update. Sixth Report in the "Planning for Change" Series. 86p. 1mf. L1 ED 319 440

Jordan, K. Forbis
Development of an Effectiveness Criteria Model for Evaluating Vocational Education. 17p. 1mf. L1 ED 319 802

Juffras, Jason
Financing Human Capital. 57p. 1mf. L2 ED 319 862

Kalmar, Magda
Role of Parental Attitudes and the Quality of the Home Learning Environment in the Mental Development of Prematurely Born Children. 18p. 1mf. L1 ED 319 217

Kapes, Jerome T.
Work Values and Job Satisfaction of Potential Minority Leaders in Community College Settings. 24p. 1mf. L1 ED 319 469

Kaster, Robert A.
Some Consequences of Limited Literacy in Late Antiquity. 13p. 1mf. L1 ED 319 662

Kaye, Tony
Computer-Supported Collaborative Learning in a Multi-Media Distance Education Environment. 17p. 1mf. L1 ED 319 381

Kayye, Paul T.
Substance Use among Pregnant Women: The Report of the Task Force for the Prevention of Substance Use among Pregnant Women. 51p. 1mf. L1 ED 318 976

Keefe, James W.
Development of a New Simultaneous Processing Scale. 16p. 1mf. L1 ED 319 770

Keller, Chris A.
Comparative Study of Compression Video Technology. 109p. 2mf. L2 ED 319 361

Kelley, Everett F., Ed.
Perceptions: Volume 24, Numbers 1-4, Fall 1988-Summer 1989. 155p. 2mf. L1 ED 319 204

Kendra, Lawrence M.
Coding Language vs. Authoring System: To Code or Author--That Is the Question. 15p. 1mf. L1 ED 319 468

Kenworthy, Leonard S.
Studying the World and the United Nations System. 182p. mf. L3 ED 319 661

Kerka, Sandra
Job-Related Basic Skills. ERIC Digest No. 94. 3p. 1mf. L1 ED 318 912

Kershner, Keith M.
Special Education in America's Cities: A Descriptive Study. 120p. 2mf. L2 ED 319 187

Kessler, Karen
Women's Sex-role Self-Concept: A Study of Career Choice and Satisfaction. 33p. 1mf. L1 ED 318 937

Khoo, Kim Choo
Alternative Model of Childcare: The Experience of the National Trades Union Congress of Singapore. 22p. 1mf. L1 ED 319 494

Killian, Patricia A.
Listen to the Cheerios: The ABC's of a Culture Course. 9p. 1mf. L1 ED 319 237

King, Edith W.
Concept of Good Teaching in Universities around the World. 28p. 1mf. L1 ED 319 346

Kino, Mary M.
State of Assessment Programs: What Are State-Wide Assessment Programs Doing? 42p. 1mf. L2 ED 319 808

Kirk, David
Rethinking Daily Physical Education. 10p. 1mf. L1 ED 319 687

Kirkland, Glenn I.
Dementia and Alzheimer's Disease in the Elderly. 20p. 1mf. L1 ED 318 945

Kitchens, Joe
Curriculum Management System: A Computer Managed Curriculum. 12p. 1mf. L1 ED 319 679

Klais, Madge
Bibliography of Research Related to Secondary Education. 136p. 2mf. L1 ED 319 147

Klein, Jeanne
First Grade Children's Comprehension and Recall of "Noodle Doodle Box." A Final Report. 168p. 2mf. L1 ED 319 532

Klein, Marsha Dunn, Ed.
Parent Articles for Early Intervention. 235p. 3mf. L2 ED 319 153

Kleiner, Richard E.
Assessing the Holding Power and Attractiveness of a School System for At-Risk Students. 17p. 1mf. L1 ED 319 753

Klimowski, Barbara
Participation in the "Journal of College Student Development" as Authors and Editorial Board Members: A Gender Study. 6p. 1mf. L1 ED 318 980

Klockars, Alan J.
Competing Strategies for Planned Orthogonal Contrasts. 17p. 1mf. L1 ED 319 801

Knight, Kenneth L.
Clinical Experiences in Athletic Training. 102p. mf. L3 ED 319 730

Knight, Richard S.
Knowing Your Audience: Pre- and Post-Assessment of Preservice Teachers' Attitudes and Perceptions. 22p. 1mf. L1 ED 319 684

Knippenberg, Rudolph
Bamako Initiative: Primary Health Care Experience. Children in the Tropics: Review of the International Children's Centre. 99p. 2mf. L1 ED 319 533

Kochanska, Grazyna
Predicting Children's Problem Behaviors from the Content of Maternal Demands. 13p. 1mf. L1 ED 319 518

Koerner, Thomas, Jr.
Administrator Tenure Statutes and Other Legislative Protection of Position. A Legal Memorandum. 6p. 1mf. L2 ED 319 122

Kohli, Martin
New Patterns of Transition to Retirement in West Germany. 25p. 1mf. L1 ED 318 851

Korevaar, Gerda
Secondary School Teachers' Courses of Action in Relation to Experience and Sense of Self-Efficacy. 18p. 1mf. L1 ED 319 715

Kroll, Linda
Making Meaning in Writing: A Longitudinal Study of Young Children's Writing Development. 59p. 1mf. L1 ED 319 047

Kuczynski, Leon
Predicting Children's Problem Behaviors from the Content of Maternal Demands. 13p. 1mf. L1 ED 319 518

Kurland, D. Midian
Software in the Classroom: Issues in the Design of Effective Software Tools. Technical Report No. 15. 13p. 1mf. L1 ED 319 372

L'Hommedieu, Randi
Putting the "But" Back in Meta-Analysis: Issues Affecting the Validity of Quantitative Reviews. 12p. 1mf. L1 ED 319 784

Lahm, Elizabeth A., Ed.
Advancing Technology Use: Barriers to Research Utilization. 29p. 1mf. L1 ED 319 189
Technology with Low Incidence Populations: Promoting Access to Education and Learning. 50p. 1mf. L1 ED 319 190

Lai, Morris K.
Reading and Written Expression Performance of Ten Asian/Pacific-Islander Ethnic Groups on the Eighth Grade California Assessment Program. 28p. 1mf. L1 ED 319 790

Lambert, Nadine M.
Crisis in Measurement Literacy in Psychology and Education. 16p. 1mf. L1 ED 319 778

Landis, Kathleen
Knowledge of Composition. 18p. 1mf. L1 ED 319 048

Lane, Marvin
Horse Training and Management: Program of Excellence.
13p. 1mf. L1 ED 319 471

Langdon, John G.
Wellness: The Body, Mind, and Spirit.
291p. mf. L3 ED 319 726

Languis, Marlin L.
Development of a New Simultaneous Processing Scale.
16p. 1mf. L1 ED 319 770

Lantzy, Theresa J.
Effects of Parent Training on the Behavior Problems in the Home of Preschool Handicapped Children.
55p. 1mf. L1 ED 319 216

Lanza, Marilyn
On the Need to Use Control Vignettes in Social Science Research.
32p. 1mf. L1 ED 319 657

Larson, Mary Strom
Portrayal of Families on Prime Time Television.
35p. 1mf. L2 ED 319 075

LaRussa, Annette
Influence of Preservice Secondary Science Teachers' Beliefs on Their Planning.
35p. 1mf. L1 ED 319 618

Lee, Beth S.
MESA/MEP at American River College: Year One Evaluation Report.
45p. 1mf. L1 ED 319 472

Lee, JaeShin
Multiple Comparison Procedures when Population Variances Differ.
22p. 1mf. L1 ED 319 754

Legg, Sue M.
Investigating Differences in Mean Score on Adaptive and Paper and Pencil Versions of the College Level Academic Skills Reading Test.
12p. 1mf. L1 ED 319 791

Lemlech, Johanna K.
Factors Affecting Use of Computers in Elementary Classrooms: Implications for Preservice and Inservice Education.
29p. 1mf. L1 ED 319 356

Lenth, Charles S.
State Priorities in Higher Education: 1990.
39p. 1mf. L1 ED 319 325

Leonard, Frances
Health Care Financing and Midlife Women: A Sick System. Gray Paper.
14p. 1mf. L1 ED 318 904
Older Women and Pensions: Catch 22. Gray Paper.
20p. 1mf. L1 ED 318 903

Leuven, K. U.
Symposium on "Experiences of Innovation in Primary Education in the Netherlands" (Noordwijkerhout, Netherlands, October 24-28, 1988). The CDCC's Project No. 8: "Innovation in Primary Education."
66p. 1mf. L2 ED 319 503

Levin, Henry M.
Cost-Effectiveness of Alternative Approaches to Computer-Assisted Instruction.
81p. 1mf. L1 ED 319 357

Levin, James
Identification of Student Characteristics That Predict Persistence and Success in an Engineering College at the End of the Sophomore Year: Informing the Practice of Academic Advising.
56p. 1mf. L1 ED 319 355

Levy, Gary D.
Gender Schematization and Gender Scripts: Sometimes a Little Knowledge Can Be Dangerous.
34p. 1mf. L1 ED 319 473
Preschool Children's Knowledge of Gender-Related Scripts and Schemata.
9p. 1mf. L1 ED 319 475

Lewis, James H.
Racial Equity and Local School Council Elections. Draft.
17p. 1mf. L1 ED 319 834

Liang, Jersey
Chinese Perspectives on Aging in the People's Republic of China.
50p. 1mf. L1 ED 318 848

Lidstone, John, Ed.
Developing Skills in Geographical Education.
361p. 4mf. L1 ED 319 644

Lieberman, Myron
Profit-Seeking Schools.
16p. 1mf. L1 ED 319 867

Lindemann, Erika, Ed.
CCCC: Bibliography of Composition and Rhetoric, 1987.
192p. mf. L3 ED 319 054

Lindsay, Jean S.
Toward a Model of Expert Teachers' Knowledge Structures: The Identification of Common Features across Studies.
37p. 1mf. L1 ED 319 718

Lindsey, Melinda
Curricular Experiences of Low Achieving First Graders in a Whole Language Program.
23p. 1mf. L1 ED 319 007

Lipman, Aaron
Crime and the Elderly. A Report of the Crime Task Force.
123p. 2mf. L1 ED 318 847

Little, Greta D.
Resistance to Learning? Student Reaction to Communicative Language Teaching.
13p. 1mf. L1 ED 319 232

Littlefield, John F., Ed.
Correctional Training, Industries and Education. TIE.
40p. 1mf. L1 ED 318 899

Lockledge, Ann
Assessing the Motivational Characteristics of Instructional Materials.
12p. 1mf. L1 ED 319 479
Thinking Skills for an Interdependent World.
9p. 1mf. L1 ED 319 671

Lomax, Richard
Measurement Model Specification Error in LISREL Structural Equation Models.
19p. 1mf. L1 ED 319 794

Lomotey, Kofl
Culture and Its Artifacts in Higher Education: Their Impact on the Enrollment and Retention of African-American Students.
49p. 1mf. L1 ED 319 332
Retention of African-American Students: The Effects of Institutional Arrangements in Higher Education.
19p. 1mf. L1 ED 319 333

Loop, Liza
New Information Technology and the Education of Hispanics. The Promise and the Dilemma. Policy Pamphlet Series No. 1.
40p. 1mf. L2 ED 319 399

Luh, Wei-Ming
Two-Stage Sampling Procedures for Comparing Means When Population Distributions Are Non-Normal.
24p. 1mf. L1 ED 319 773

Lynn, Betty Jane
Study of Self-Esteem in Adopted Non-adopted Adolescents.
24p. 1mf. L1 ED 318 940

Lyons, Teresa S.
Development of an Effectiveness Criteria Model for Evaluating Vocational Education.
17p. 1mf. L1 ED 319 802

MacDonald, Ross B.
Second Generation Tutoring Model: Position Paper. Evaluation Plan for Second Generation Tutoring Model. Training Plan for Second Generation Tutoring Program.
39p. 1mf. L1 ED 319 447

Mackert, Howard C.
Automotive Electronics. Teacher Edition (Revised).
412p. 5mf. L2 ED 318 916

Mahin, Linda R.
What We've Got Here Is a Failure To Communicate: Women's Studies in Professional Communication.
10p. 1mf. L1 ED 319 665

Malm, Linda
Leadership Practice: How I Raised One Hundred Thousand Dollars This Year with No Fund Raising Experience.
14p. 1mf. L1 ED 319 423

Manlove, Elizabeth E.
Links between Infant Day Care and Family Environment: Care Arrangements and the Role of the Father.
11p. 1mf. L1 ED 319 512

Mann, George
Curriculum Management System: A Computer Managed Curriculum.
12p. 1mf. L1 ED 319 679

Mann, William
Microstudy: An Experiment in Second Language Reading Comprehension.
15p. 1mf. L1 ED 319 574

Marchant, Gregory J.
Intrinsic Motivation, Self-Perception, and Their Effects on Black Urban Elementary Students.
58p. 1mf. L1 ED 319 864

Marin, Patria V.
Graduating and Dropping Out of High School in the South Bronx.
14p. 1mf. L1 ED 319 852

Markham, Reed
Teaching Your Child through Effective Communication.
6p. 1mf. L1 ED 319 080

Marks, Ellen L.
Review of Information on Institutionalized Youths and the ECIA Chapter I Neglected or Delinquent Program.
53p. 1mf. L1 ED 319 838

Marostica, Ron
On the Twelfth Day of Testing My District Gave to Me a Useful Testing Strategy.
33p. 1mf. L1 ED 319 751

Marsh, Herbert W.
Do We See Ourselves as Others Infer: A Comparison of Self-Other Agreement on Multiple Dimensions of Self-Concept from Two Continents.
35p. 1mf. L1 ED 319 787
Multidimensionality of Students' Evaluations of Teaching Effectiveness: The Generality of Factor Structures across Academic Discipline, Instructor Level, and Course Level.
18p. 1mf. L1 ED 319 788
Self-Concepts of Young Children Aged 5 to 8: Their Measurement and Multidimensional Structure.
44p. 1mf. L1 ED 319 789

Martin, David S.
Cognitive Education Bibliography.
43p. 1mf. L1 ED 319 727

Martin, Laura M. W.
Microworlds to Macroworlds: Conceptual Transfer and Activity Setting. Technical Report No. 46.
20p. 1mf. L2 ED 319 379

Martin, Theodora Penny
Collaborative Learning, Circa 1880.
14p. 1mf. L1 ED 318 865

Marting, Janet
Working Topics for Students' Papers.
9p. 1mf. L1 ED 319 066

Mason, John B.
Self-Directed Learning: A Deweyan Reconstruction.
14p. 1mf. L1 ED 319 769

Mastny, Aleta You
Linking Schools & Community Services: A Practical Guide.
74p. 1mf. L1 ED 318 929

Mastny, Aleta You, Comp.
Linking Schools & Community Services: Resource Directory.
72p. 1mf. L1 ED 318 930

Mathews, Virginia H.
Kids Need Libraries: School and Public Libraries Preparing the Youth of Today for the World of Tomorrow.
14p. 1mf. L1 ED 319 408

Mattai, P. Rudy
Case for the Integration of Multicultural Education into the Curricula of Small Southern Rural Colleges and Universities.
25p. 1mf. L1 ED 319 549

Matter, M. Kevin
On the Twelfth Day of Testing My District Gave to Me a Useful Testing Strategy.
33p. 1mf. L1 ED 319 751
Relevant Writing Assessment: Instructionally-Sound Alternative Testing.
30p. 1mf. L1 ED 319 752

Matthews, Doris B.
Relaxation Theory for Rural Youth. Research Bulletin No. 46.
48p. 1mf. L1 ED 319 575

Mauriel, John J.
Strategic Leadership for Schools: Creating and Sustaining Productive Change.
353p. mf. L3 ED 319 127

Mayesky, Mary E.
Trying a New Way: Innovative Teacher Certification Program for Teachers of Young Children--Duke University.
13p. 1mf. L1 ED 319 536

McAllister, Elizabeth
Thought/Reading/Writing Connection: How To Connect.
34p. 1mf. L1 ED 319 012

McBride, Kathleen
Child Care Council of Westchester's "Hope for the Homeless."
8p. 1mf. L1 ED 319 507

McCabe, Allyssa
Socrates versus the Drill Sergeant: Dimensions of Variation in Preschool Teachers' Discourse.
30p. 1mf. L1 ED 319 534

McCardle, Elizabeth, Ed.
Integrated Occupational Program, Grades 8 and 9 Social Studies: Teacher Resource Manual. Interim.
235p. 3mf. L1 ED 319 646

McCord, Barb, Ed.
Junior High Social Studies: Teacher Resource Manual.
217p. 3mf. L1 ED 319 647

McDonald, Jean G.
Pension Portability for Educators: A Plan for the Future.
50p. 1mf. L2 ED 319 113

McEachern, William Ross
Supporting Emergent Literacy among Young American Indian Students.
3p. 1mf. L1 ED 319 581

McGee, Diane
Evaluation as Empowerment: Holistic Evaluation across the Curriculum.
74p. 1mf. L1 ED 319 425

McGowan, Marcia P.
Importance of Women's Studies in Today's Curriculum.
31p. 1mf. L1 ED 319 642

McGowan, Thomas M.
Communication within School-University Partnerships and Its Effect on Curricular Change.
43p. 1mf. L1 ED 319 350

McKay, Sylvester
Magistrates' Survey. 1988 Follow-Up: Analysis of Results. Report to the Governor's Task Force on Domestic Violence.
27p. 1mf. L1 ED 318 975

McKnight, Curtis C.
Task Analyses of Critical Evaluations of Quantitative Arguments: First Steps in Critical Interpretation of Graphically Presented Data.
23p. 1mf. L1 ED 319 604

McLeod, Stephen G.
Study to Identify Areas of Relative Strength and Weakness in Support for the Saint Leo College Library Acquisitions Project.
51p. 1mf. L1 ED 319 322

McManus, Mick
Troublesome Behaviour in the Classroom. A Teachers' Survival Guide.
171p. mf. L3 ED 319 686

Mead, Barbara J.
Practical Research in Motor Development/Learning.
13p. 1mf. L1 ED 319 706

Mei, Dolores M.
College Discovery and Development Pilot Study: 1987-88, 1988-89. OREA Report.
46p. 1mf. L1 ED 318 957

Mellander, Gustavo A.
Drug Abuse: A Community College Response.
11p. 1mf. L1 ED 319 419

Meloth, Michael S.
Analysis of the Content and Form of Students' Verbal Interactions in Cooperative Groups.
49p. 1mf. L1 ED 319 082

Mercado, Olivia
Successful Teaching Strategies: Instruction for Black and Hispanic Students in the California Community Colleges.
52p. 1mf. L1 ED 319 421

Merryfield, Merry M.
Cultural Literacy and African Education.
36p. 1mf. L1 ED 319 663

Metallinos, Nikos
New Communication Media Technologies: Perceptual, Cognitive and Aesthetic Effects.
17p. 1mf. L1 ED 319 091

Michael, Robert J., Ed.
Perceptions: Volume 24, Numbers 1-4, Fall 1988-Summer 1989.
155p. 2mf. L1 ED 319 204

Mickel, Vesta L.
Listening versus Reading Proficiencies among Fourth Grade Students.
20p. 1mf. L1 ED 319 006

Mildner, Telma
Statewide Assessment and Evaluation of Fourth Grade Mathematics Delivery System.
254p. 3mf. L1 ED 319 761

Miller, Richard E.
From Opposition to Resistance: Popular Culture and the Composition Classroom.
12p. 1mf. L2 ED 319 041

Mills, Geoffrey E.
Theory and Concepts in Qualitative Research: A Theory of Methodology in a Study of Directed Change.
27p. 1mf. L1 ED 319 759

Mingle, James R.
SHEEO Staffs and Organizations: A Portrait.
124p. 2mf. L1 ED 319 352

Mitchell, Douglas E., Ed.
Education Politics for the New Century: The Twentieth Anniversary Yearbook of the Politics of Education Association. Falmer Press Education Policy Perspectives Series.
178p. 2mf. L1 ED 319 140

Mohagdam, Val
Hispanic Orientation to Life in America. Project HOLA, 1987-88. OREA Report.
28p. 1mf. L1 ED 319 247

Monetti-Souply, Marta
Year-Round Recruitment and Retention Plan.
60p. 1mf. L1 ED 319 117

Montgomery-Fate, Tom
Wading In: John Dewey, Paulo Freire, the Chicago Transit Authority.
12p. 1mf. L1 ED 319 052

Moore, Alan D.
Evaluation of the 1988 Summer Enrichment Program for the Gifted and Talented at the University of Northern Colorado and Making a Good Program for Gifted and Talented Children Better: Improving a Program through Evaluation.
91p. 1mf. L1 ED 319 207

Moore, Louise
School Bookstore: A Vehicle for the Integration of Learning.
7p. 1mf. L1 ED 319 655

Moore, Mary T.
Relationship between Chapter 1 and Special Education Services for Mildly Handicapped Students: A Substudy of the National Assessment of Chapter 1.
95p. 1mf. L1 ED 319 186

Moran, Ralph
From Industry to Teaching: The Quality Instruction Program at Hocking Technical College.
7p. 1mf. L1 ED 319 465

Morenberg, Max
Process/Schmocess: Why Not Combine a Sentence or Two?
14p. 1mf. L1 ED 319 040

Moreno, Gil
Projected Future Costs of AB123.
27p. 1mf. L1 ED 319 422

Morey, Ann I., Ed.
Designing Programs for New Teachers: The California Experience.
127p. 2mf. L1 ED 319 145

Morocco, Catherine Cobb
Impact of Computer-Supported Writing Instruction on the Writing Quality of Learning-Disabled Students. Final Report.
152p. 2mf. L1 ED 319 181

Morse, Susan
Characteristics of Migrant Secondary Students: Outreach Meeting Report (1st, Silver Bay, New York, October 24-26, 1988).
18p. 1mf. L1 ED 319 550
Current Practices: Future Directions. Outreach Meeting Report (3rd, Portland, Oregon, May 3, 1989).
15p. 1mf. L1 ED 319 551
Exploring Mobility Issues. Outreach Meeting Report (2nd, McAllen, Texas, November 14-15, 1988).
19p. 1mf. L1 ED 319 552

Mortenson, Thomas G.
Impact of Increased Loan Utilization among Low Family Income Students.
75p. 1mf. L1 ED 319 285
Reallocation of Financial Aid from Poor to Middle Income and Affluent Students, 1978 to 1990. ACT Student Financial Aid Research Report Series 90-2.
75p. 1mf. L1 ED 319 312

Moscow, Karen
Immigrant and Refugee Tutoring Programs: A D.C. Schools Project Handbook. "Tutoring and Befriending."
200p. 3mf. L1 ED 319 868

Mueller, Elizabeth Jane
Assessment of Risk Factors in a Student Population.
10p. 1mf. L1 ED 319 832

Mullen, Betty L.
Implementation of Parent Involvement in Math Program in Creve Coeur Schools, Creve Coeur, Illinois.
15p. 1mf. L1 ED 319 586

Mullinax, Jane P.
Key Concepts of Curriculum: Toward Identifying a Field.
24p. 1mf. L1 ED 319 690

Mullins, Larry C., Ed.
Discussions about Aging: Sweden and the United States.
73p. 1mf. L1 ED 318 850
Snowbirds in the Sun Belt: Older Canadians in Florida.
128p. 2mf. L1 ED 318 842

Murchland, Bernard
Voices in American Education: Conversations with Patricia Biehl, Derek Bok, Daniel Callahan, Robert Coles, Edwin Dorn, Georgie Anne Geyer, Henry Giroux, Ralph Ketcham, Christopher Lasch, Elizabeth Minnich, Frank Newman, Robert Payton, Douglas Sloan, and Manfred Stanley.
220p. mf. L3 ED 319 137

Murphy, Diane S., Ed.
Designing Programs for New Teachers: The California Experience.
127p. 2mf. L1 ED 319 145

Murphy, Kathy
Discourse Analysis of Collaborative Groups: Exploring the Role of Gender in Conversation.
44p. 1mf. L1 ED 319 049

Murphy, Mark S.
Career Special Education Framework.
91p. 1mf. L1 ED 319 200
Road Map to Transition for Young Adults with Severe Disabilities.
47p. 1mf. L1 ED 319 201

Murray, Frank B.
Components of the Knowledge Base of Teacher Education: Questions Teacher Educators Have To Answer.
28p. 1mf. L1 ED 319 716

Musana, A., Ed.
Management of Information Services. Reports and Papers of a Training Course (Arusha, Tanzania, April 11-22, 1988).
146p. 2mf. L1 ED 319 411

Muskin, Carol
Model of the Influences on Teacher Practice and Student Learning: Case Studies of Twelve Teachers Inform Preservice and Inservice Teacher Education.
39p. 1mf. L1 ED 319 710

Myerberg, N. James
How Accurate Are SAT Race Results?
9p. 1mf. L1 ED 319 807

Nadel, Mark V.
AIDS Education: Gaps in Coverage Still Exist.
14p. 1mf. L1 ED 318 978

Negussie, Birgit
Culture, Gender and Education in Rural Development with Special Emphasis on Ethiopia.
16p. 1mf. L1 ED 319 480

Neimark, Edith D.
Comparison of American and African Students on Who Is Admired and Why.
13p. 1mf. L1 ED 319 498

Nelson, Charles W.
Alternate Approach to Retention and Healthier Student Roles.
16p. 1mf. L1 ED 318 970

Nelson, David
Survey of AASCU Institutions: Compliance with Selected NCATE Standards at the Advanced Level.
28p. 1mf. L1 ED 319 694

Nelson, John E.
Overview of Design, Implementation, and Transfer Considerations for the International Use of Instructional Video.
7p. 1mf. L2 ED 319 400

Neuhauser, Margo
Preparing Women and Minorities as Rural School Administrators.
20p. 1mf. L2 ED 319 553

New, Rebecca S.
Early Child Care and Education, Italian Style: The Reggio Emilia Daycare and Preschool Program.
19p. 1mf. L1 ED 319 483

New, Thomas
Resource Text for American History.
103p. 2mf. L1 ED 319 653

Newman, Denis
Formative Experiments on Technologies That Change the Organization of Instruction.
13p. 1mf. L1 ED 319 404
Local and Long Distance Computer Networking for Science Classrooms. Technical Report No. 43.
11p. 1mf. L2 ED 319 376

Newmann, Fred M.
Staff Development for Higher Order Thinking: A Synthesis of Practical Wisdom.
26p. 1mf. L1 ED 319 728

Nisenholz, Bernard
Comparison of Transpersonal, Wholistic, and Other Major Counseling Theories.
20p. 1mf. L1 ED 318 927

Niskanen, William A.
Performance of America's Primary and Secondary Schools.
25p. 1mf. L1 ED 319 866

Nurss, Joanne R.
"I Can Read That": Using Logos in the Early Childhood Classroom.
8p. 1mf. L1 ED 319 535

Nussbaum, Leo L.
Support Services for the Aged in Switzerland.
26p. 1mf. L1 ED 318 845

Nystrand, Martin
Instructional Discourse and Student Engagement.
35p. 1mf. L1 ED 319 780

O'Brien, Robert W.
Comparison of Mothers' and Children's Reports of Life Stress in the Children's Lives.
14p. 1mf. L1 ED 319 495

O'Flahavan, J. F.
Teacher/Researcher Collaboration, Teacher Change, and Reading Group Discussions: "What Can't My Kids Do?"
14p. 1mf. L1 ED 319 014

Oestreicher, Jean-Pierre
Dissemination of the Project's Findings: 8th National Seminar (Lisbon, Portugal, September 28-29, 1988). The CDCC's Project No. 8: "Innovation in Primary Education."
18p. 1mf. L2 ED 319 502

Olejnik, Stephen
Multiple Comparison Procedures when Population Variances Differ.
22p. 1mf. L1 ED 319 754
Two-Stage Sampling Procedures for Comparing Means When Population Distributions Are Non-Normal.
24p. 1mf. L1 ED 319 773

Olsen, Karen D.
Mentor Teacher Role: Owner's Manual. Fifth Edition.
148p. mf. L3 ED 319 722

Olson, Scott R.
Reading Meta-Television: A New Model for Reader-Response Criticism.
25p. 1mf. L1 ED 319 084

Olson, Thomas
Study of Distance Education Policies in State Education Agencies.
35p. 1mf. L1 ED 319 402

Ooms, Theodora
Teenage Parenthood, Poverty and Dependency: Do We Know How To Help? Background Briefing Report and Meeting Highlights.
39p. 1mf. L1 ED 318 887

Or, Beth Genya
Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education; Volume 16.
271p. 3mf. L2 ED 319 309

Orfield, Gary
Growth and Concentration of Hispanic Enrollment and the Future of American Education.
36p. 1mf. L1 ED 319 819

Ortleb, Edward P.
Air Quality and Pollution. Environmental Studies. 4 Color Transparencies, Reproducibles & Teaching Guide. Grade 3, 4, 5.
29p. 1mf. L2 ED 319 624
Energy and the Environment. Environmental Studies. 4 Color Transparencies, Reproducibles & Teaching Guide. Grade 3, 4, 5.
31p. 1mf. L2 ED 319 627
Land Resources and Pollution. Environmental Studies. 4 Color Transparencies, Reproducibles & Teaching Guide. Grade 3, 4, 5.
30p. 1mf. L2 ED 319 626
Water Quality and Pollution. Environmental Studies. 4 Color Transparencies, Reproducibles & Teaching Guide. Grade 3, 4, 5.
29p. 1mf. L2 ED 319 625

Osburn, Donald E.
Distance Learning Evaluation Study, Phase I. A Study of North Dakota and Missouri Schools Implementing German I by Satellite. Descriptive Statistical Report.
54p. 1mf. L1 ED 319 382

Owston, Ronald D.
On and Off Computer Writing of Eighth Grade Students Experienced in Word Processing. Technical Report 90-1.
59p. 1mf. L1 ED 319 053

Pace, Ann J.
Role of Studying, Academic Variables, and Initial Course Success in Outcomes of College Courses.
9p. 1mf. L1 ED 319 296

Page, Douglas B.
Metropolitan Housing Opportunities for Poor and Working Class Minorities.
56p. 1mf. L2 ED 319 846

Palmer, Jim
How Do Community Colleges Serve Business and Industry? A Review of Issues Discussed in the Literature.
62p. 1mf. L1 ED 319 443

Paquette, William A.
Integrating Skills into the Teaching of World Civilization.
8p. 1mf. L1 ED 319 453

Parkay, Forrest W.
Imagery: A Neglected Correlate of Reading Instruction.
19p. 1mf. L1 ED 319 039

Parker, Betty
China's Student Protest 1989.
8p. 1mf. L1 ED 319 654

Parker, Franklin
China's Student Protest 1989.
8p. 1mf. L1 ED 319 654

Parker, Karen L.
Study of Students at Risk.
20p. 1mf. L1 ED 319 019

Parsons-Chatman, Sharon
"Making Sense of Constructivism in Preservice: A Case Study."
25p. 1mf. L1 ED 319 600

Passow, A. Harry
Enriching the Compensatory Education Curriculum for Disadvantaged Students. ERIC/CUE Digest No. 61.
4p. 1mf. L1 ED 319 876

Payer, Elizabeth
Reflections on Collaboration in the Office of Educational Research and Improvement. Background Paper.
19p. 1mf. L1 ED 319 401

Pea, Roy D.
Language-Independent Conceptual "Bugs" in Novice Programming. Technical Report No. 31.
14p. 1mf. L1 ED 319 373
Logo Programming and Problem Solving. Technical Report No. 12.
10p. 1mf. L1 ED 319 371

Pellicer, Leonard O.
High School Leaders and Their Schools. Volume II: Profiles of Effectiveness.
102p. 2mf. L2 ED 319 139

Penner, Diane
Elder Fit. A Health and Fitness Guide for Older Adults.
73p. 1mf. L2 ED 319 702

Penner, Louis A.
Body Image and Self-Esteem in Normal Weight Women.
13p. 1mf. L1 ED 318 983

Pennington, Hilary
Globally Competitive People: Final Report to the Human Resource Committee.
74p. 1mf. L1 ED 318 868

Percy, Keith
Learning in Voluntary Organisations.
86p. 1mf. L1 ED 318 890

Pereira-Mendoza, Lionel, Ed.
Canadian Mathematics Education Study Group = Groupe Canadien d'etude en didactique des matematiques. Proceedings of the Annual Meeting (St. Catharines, Ontario, Canada, May 27-31, 1989).
149p. 2mf. L1 ED 319 606

Peters, Thomas J.
Schine-ing Example: How To Evaluate the College Union.
7p. 1mf. L1 ED 319 275

Peterson, J. Vincent
Comparison of Transpersonal, Wholistic, and Other Major Counseling Theories.
20p. 1mf. L1 ED 318 927

Pettit, Lawrence K.
Old Problems and New Responsibilities for University System Heads. Monograph Series, Number 1.
13p. 1mf. L1 ED 319 283

Pezzoli, J. A.
Academic Development Plan for the Island of Molokai in Hawaii, 1990-1996.
36p. 1mf. L1 ED 319 429

Pfaehler, Brenda
Enhancing Affective and Cognitive Outcomes of Minority Pre-Business Students: A Program Evaluation.
68p. 1mf. L1 ED 319 347

Phillips, Jon
Teaching/Training Social Language in Galang Refugee Camp: A Learning Process.
100p. 2mf. L1 ED 319 239

Pierce, Kenneth L.
Effective Extension Model for Early Childhood Education.
24p. 1mf. L1 ED 319 458

Plomp, Tjeerd
Introductory Computer Education: Developments in a Time Perspective.
20p. 1mf. L1 ED 319 369

Plotkin, Donna
Higher Achievement and Improvement through Instruction with Computers and Scholarly Transition and Resource Systems Program. OREA Report.
34p. 1mf. L1 ED 319 248
(Continued)

Plotkin, Donna *(Continued)*
Methodologies of Bilingual Instruction in Literacy Education. Project Mobile, 1988-89. OREA Report.
31p. 1mf. L1 ED 319 252

Podany, Zita
Ideas for Integrating the Microcomputer with Instruction.
43p. 1mf. L1 ED 319 360
New and Promising: Software Worth a Look. A MicroSIFT Survey of Educational Software Preview Center Coordinators. Volume I, No. 4.
9p. 1mf. L1 ED 319 363

Pollard, John A.
Substance Abuse among Juvenile Delinquents and Gang Members. Prevention Research Update Number Six, Spring 1990.
43p. 1mf. L1 ED 319 149

Pope, Campbell
From Barrier Free to Safe Environments: The New Zealand Experience. Monograph #44.
110p. 2mf. L1 ED 319 224

Popken, Randall L.
Some Sources of Written Genre Interference in the Work of Basic Writers.
17p. 1mf. L1 ED 319 064

Porter, Jeffrey L.
Empowering the Nontraditional Student through Adult-Specific Programming.
11p. 1mf. L1 ED 319 455

Porter, Kathryn H.
Making JOBS Work. What the Research Says about Effective Employment Programs for AFDC Recipients.
103p. 2mf. L2 ED 319 843

Porter, Oscar F.
Undergraduate Completion and Persistence at Four-Year Colleges and Universities: Completers, Persisters, Stopouts, and Dropouts.
36p. 1mf. L1 ED 319 343

Power, Kikuyo M.
Role of the School in Creating a Supportive Learning Environment for Minority Students.
11p. 1mf. L1 ED 319 863

Prawat, Richard S.
Value of Ideas: The Immersion Approach to the Development of Thinking. Elementary Subjects Center Series No. 20.
34p. 1mf. L1 ED 319 506

Preissle-Goetz, Judith
High School Dropouts among Foreign-Born Whites, Hispanics, and Asians.
37p. 1mf. L2 ED 319 827

Preston, Nancy R., Comp.
Library and Information Services for Democracy. A Select ERIC Bibliography Prepared on a Theme of the 1991 White House Conference on Library and Information Services. ERIC/IR Mini-Bib.
4p. 1mf. L1 ED 319 414

Price, Floyd H.
Professional Preparation for Rural Teachers: Growing Your Own.
9p. 1mf. L1 ED 319 542

Prior, Warren R.
Teaching about Australia. ERIC Digest.
4p. 1mf. L1 ED 319 651

Prolman, Fran
Celebrating Diversity: An Investigation of the Teacher Training Program of the Centre for Cultural Resources and Training.
15p. 1mf. L2 ED 319 643

Pultorak, Ed
Telecommunications in Teacher Education: Closing the Gap between University and Extension Programs.
15p. 1mf. L1 ED 319 678

Pulverness, Alan
All in a Word: Literature in Language Teaching.
39p. 1mf. L1 ED 319 228

Putnam, Sarah E.
Social Play in Toddlers: Teacher Intrusions.
15p. 1mf. L1 ED 319 529

Quackenbush, Ross
Academic Skills Workshop: A Parent/Child Group Intervention To Stop School Failure.
6p. 1mf. L1 ED 318 961

Quigley, Martyn, Ed.
Canadian Mathematics Education Study Group = Groupe Canadien d'etude en didactique des matematiques. Proceedings of the Annual Meeting (St. Catharines, Ontario, Canada, May 27-31, 1989).
149p. 2mf. L1 ED 319 606

Quill, Kathleen Ann
Model for Integrating Children with Challenging Behaviors.
8p. 1mf. L1 ED 319 162

Ralabate, Patti
Regular Education Initiative (REI): Where Do Students with Learning Disabilities Fit?
8p. 1mf. L1 ED 319 211

Rambert, L. Jill
Impact of Historically Black Institutions on the Supply of Black Teachers.
9p. 1mf. L1 ED 319 735

Rancifer, Jesse L.
How the Principal Can Provide Instructional Leadership for the Reluctant Learner.
16p. 1mf. L1 ED 319 709

Rauch, Sidney J.
Reading Leadership: Strategies for Administrators, Supervisors, and Consultants.
231p. 3mf. L2 ED 318 989

Ravitch, Diane
Democracy: What It Is, How To Teach It.
13p. 1mf. L1 ED 319 650

Ray, Brian D.
Social Capital, Value Consistency, and the Achievement Outcomes of Home Education.
17p. 1mf. L2 ED 319 744

Reese, Clyde M.
Relationship of Text Schemata to Comprehension Monitoring among 3rd, 4th, and 6th Grade Students.
12p. 1mf. L1 ED 319 002

Relos, Ruth
Magistrates' Survey. 1988 Follow-Up: Analysis of Results. Report to the Governor's Task Force on Domestic Violence.
27p. 1mf. L1 ED 318 975
Substance Use among Pregnant Women: The Report of the Task Force for the Prevention of Substance Use among Pregnant Women.
51p. 1mf. L1 ED 318 976

Rendahl, Stephen E.
Practicing What We Preach: Using Organizational Theory To Teach Organizational Communication.
21p. 1mf. L1 ED 319 092

Reynnells, M. Louise, Comp.
International Rural Youth Issues: 1979-April 1988. Quick Bibliography Series.
17p. 1mf. L1 ED 319 562

Reynolds, Thomas H.
Development of Children's Writing Awareness and Performance within a Generative/Evaluative Computerized Prompting Framework.
69p. 1mf. L1 ED 319 755

Richards, Irving E.
Class Scheduling Preferences.
36p. 1mf. L1 ED 319 351

Richardson, Sandra C.
Role of Education in Drug Abuse Programs.
32p. 1mf. L1 ED 318 933

Riggs, Iris M.
Further Development of an Elementary Science Teaching Efficacy Belief Instrument: A Preservice Elementary Scale.
30p. 1mf. L1 ED 319 601

Risko, Victoria J.
Effects of Videodisc Macrocontexts on Comprehension and Composition of Causally Coherent Stories.
29p. 1mf. L1 ED 318 998

Rivera, Leonila
Multicultural Education for Educators.
20p. 1mf. L1 ED 319 688

Robertson, William C.
Transfer Problems, Lost Keys, and Lampposts: A Historical Perspective as a Guide for Future Research.
14p. 1mf. L1 ED 319 634

Robinson, Estelle R.
Linking Schools & Community Services: A Practical Guide.
74p. 1mf. L1 ED 318 929

Robinson, Karen S.
Enhancing Pre-Service Teachers' Contextual Understandings about Their Learners.
17p. 1mf. L1 ED 319 707

Robinson, Nancy M.
Early Admission to Kindergarten and First Grade.
8p. 1mf. L1 ED 319 528

Rochlin, Joyce T.
Classroom Texts: An Investigation of the Correlative Features of Assigned Reading and Test Performance. Applied Educational Research and Evaluation.
37p. 1mf. L1 ED 319 745

Rodenstein, Judith, Comp.
Mobilizing Resources to Better Serve Children At-Risk. Bulletin No. 0067.
124p. 2mf. L1 ED 319 865

Rodriguez, Esther
SHEEO Staffs and Organizations: A Portrait.
124p. 2mf. L1 ED 319 352

Roeber, Edward D.
State of Assessment Programs: What Are State-Wide Assessment Programs Doing?
42p. 1mf. L2 ED 319 808

Roessler, Richard
Manual for the Employability Maturity Interview.
38p. 1mf. L1 ED 319 196
Manual for the Work Performance Assessment.
75p. 1mf. L1 ED 319 197
Manual for the Work Personality Profile.
43p. 1mf. L1 ED 319 194

Rogers, Jean G.
Predicting At-Risk-for-Failure Students Based on Information Processing Characteristics.
17p. 1mf. L1 ED 318 965

Rogers, John S.
Teacher Managed Staff Development.
8p. 1mf. L1 ED 319 698

Rogers, Lorelei M.
Imagery, Language, LOGO and Curriculum.
28p. 1mf. L1 ED 319 508

Roney, Robert K.
Graduate Student Concerns: A Study of a College of Education.
35p. 1mf. L1 ED 319 345

Rong, Xue Lan
Educational Attainment of Children of Immigrants.
25p. 1mf. L2 ED 319 829
Ethnicity, Immigrant Generation Status, and School Attainment of Asians, Hispanics and Non-Hispanic Whites.
52p. 1mf. L2 ED 319 828
High School Dropouts among Foreign-Born Whites, Hispanics, and Asians.
37p. 1mf. L2 ED 319 827

Roos, Marie C.
Shared Book Experience: An Alternative to the Basal Reading Approach.
19p. 1mf. L2 ED 319 018

Ropp, Gordon
Dialogue with Educational Leaders: Implications for Policy. Report 2.
39p. 1mf. L1 ED 318 872

Rosales, Rebecca
Critical Thinking: Toward Intellectual Accountability and Social Responsibility. A Research Project on Critical Thinking, Cooperative Learning and Moral Development.
46p. 1mf. L1 ED 319 497

Rose, Janice
On the Move: Migrant Education 1987-88.
21p. 1mf. L1 ED 319 571

Rosenfield, Sylvia
Educating School Psychologists for Restructured Schools.
21p. 1mf. L1 ED 318 960

Ross, D. H.
Educating Handicapped Young People in Eastern and Southern Africa in 1981-83.
157p. 2mf. L2 ED 319 218

Rothlisberg, Allen P.
Your Library Dream Can Become a Reality Too: The Clay Springs, Arizona, Story.
8p. 1mf. L1 ED 319 413

Roweton, William E.
What Today's Educational Technology Needs: Defensible Evaluations and Realistic Implementation.
13p. 1mf. L1 ED 319 367

Rowland, Charity
Tangible Symbol Systems: Symbolic Communication for Individuals with Multisensory Impairments.
68p. 1mf. L2 ED 319 154

Rowland, Paul
Elementary Teacher Needs Assessment Using Transactional Evaluation.
13p. 1mf. L1 ED 319 636

Rusch, Frank R.
Secondary Transition Intervention Effectiveness: Fourth Annual Report.
145p. 2mf. L1 ED 319 222

Ryan, Patricia M.
Enhancing Pre-Service Teachers' Contextual Understandings about Their Learners.
17p. 1mf. L1 ED 319 707

Salerno, Anne
Directory of Programs: High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP).
21p. 1mf. L1 ED 319 545

Salls, Carolyn
Handbook of California Articulation Policies and Procedures, 1989.
82p. 1mf. L1 ED 319 460

Sanacore, Joseph
Reading Leadership: Strategies for Administrators, Supervisors, and Consultants.
231p. 3mf. L2 ED 318 989

Sander, Julie A.
Life Satisfaction in Rural and Urban Elderly: Nursing Home and Independent.
19p. 1mf. L1 ED 318 968

Sanders, Kimberly Wallace
Double Jeopardy--The Precarious Status of Women of Color: Issues of Race/Ethnicity and Gender at the Storrs Campus. The Status of Women at the University of Connecticut.
55p. 1mf. L1 ED 319 315

Sanders, Sara L.
Resistance to Learning? Student Reaction to Communicative Language Teaching.
13p. 1mf. L1 ED 319 232

Sangster, Sandra
Assessment of Student Progress in Special Education: Mixed-Exceptionality versus Single-Exceptionality Programs. Research Report.
77p. 1mf. L1 ED 319 223

Sarno, Martha Taylor, Ed.
Aphasia Rehabilitation in Asia and the Pacific Region: Japan, China, India, Australia and New Zealand. Monograph #45.
90p. 1mf. L1 ED 319 225

Satterwhite, Robin
Japan and Northeast Asia: A Selected Bibliography and Guide to Research at Tutt Library.
25p. 1mf. L1 ED 319 667

Saupe, Joe L.
Functions of Institutional Research. 2nd Edition.
22p. 1mf. L1 ED 319 327

Sawhill, Isabel V.
Financing Human Capital.
57p. 1mf. L2 ED 319 862

Sax, Gilbert
Reliability and Validity of Multiple-Choice Examinations as a Function of the Number of Options per Item and Student Ability.
37p. 1mf. L1 ED 319 795

Saxe, Richard W.
Report to Participants in School-Community Relations Survey.
17p. 1mf. L1 ED 319 103

Schain, Robert L.
Supervising Instruction: What It Is and How To Do It.
215p. mf. L3 ED 319 136

Scharmann, Lawrence C.
Results of an Inservice Workshop To Promote Science-Technology-Society (STS) Instructional Orientations.
11p. 1mf. L1 ED 319 595

Scher, Joyce L.
Teaching Science to the Gifted.
37p. 1mf. L1 ED 319 157

Scheuneman, Janice Dowd
Assessing the Utility of Item Response Theory Models: Differential Item Functioning.
13p. 1mf. L1 ED 319 779

Schlecty, Phillip C.
Schools for the Twenty-First Century: Leadership Imperatives for Educational Reform.
164p. mf. L3 ED 319 128

Schmidt, Linda J.
Pupil Control in the School Climate.
36p. 1mf. L1 ED 319 692

Schmidt, Nancy J.
Resources for Teaching about the Social Impact of AIDS in Africa.
26p. 1mf. L1 ED 319 656

Schofield, Janet Ward
Review of Research on School Desegregation's Impact on Elementary and Secondary School Students.
54p. 1mf. L1 ED 319 825
Review of Research on School Desegregation's Impact on Black Americans.
78p. 1mf. L1 ED 319 826

Schonert, Kimberly A.
College Attendance Patterns of Rural Youth: Results from Iowa's Class of 1983. One in a Series of Reports in NCREL's Rural Education Program.
52p. 1mf. L1 ED 319 557

Schrader, John
Boundary Breakers: A Team Building Guide for Student Activity Advisers.
34p. 1mf. L2 ED 319 152

Schuler, Kenneth W.
Essential Role of In-service Programs in Education: Empowerment and Participation.
9p. 1mf. L1 ED 319 699

Schwartz, Helen J.
Cross-Cultural Team Teaching: E-mail for Literary Analysis.
18p. 1mf. L1 ED 319 060

Schweer, Jean M.
Planned Recreation Intervention Program: Its Effect on Perceived Leisure Freedom of Mentally Ill Patients.
6p. 1mf. L1 ED 319 740

Schweigert, Philip
Tangible Symbol Systems: Symbolic Communication for Individuals with Multisensory Impairments.
68p. 1mf. L2 ED 319 154

Scilken-Friedman, Marjorie
Brown Out: An Appraisal of the Role of the Public School as an Acculturating Agency of Mexican Americans in Texas, 1850-1968.
281p. 3mf. L1 ED 319 541

Sedlacek, William E.
Attitudes of Residence Hall Students toward Student-Athletes: Implications for Advising, Training and Programming. Research Report #19-89.
22p. 1mf. L1 ED 319 321
Profile of Incoming Freshmen at the University of Maryland, College Park, 1989-1990. Research Report #1-90.
16p. 1mf. L1 ED 319 328

Self, Patricia A.
Social Play in Toddlers: Teacher Intrusions.
15p. 1mf. L1 ED 319 529

Shapiro, Isaac
Laboring for Less: Working but Poor in Rural America.
71p. 1mf. L2 ED 319 566

Shaw, Edward L., Jr.
Investigation of the Differences in Attitude and Achievement between Male and Female Second and Fifth Grade Science Students.
13p. 1mf. L1 ED 319 614

Sheingold, Karen
Study of Issues Related to the Implementation of Computer Technology in Schools. Final Report, July, 1981. Technical Report No. 2.
142p. 2mf. L1 ED 319 370

Shelley, Ena M.
Through the Eyes of Children: A Comparative Study of Children's Perceptions of Parental Roles According to Three Types of Family Structures.
19p. 1mf. L1 ED 319 505

Shelton, Lois G.
Foods of the Pioneer Family.
26p. 1mf. L1 ED 319 673

Sheppard, Harold L., Ed.
Discussions about Aging: Sweden and the United States.
73p. 1mf. L1 ED 318 850

Sheras, Peter L.
School Crisis Network: A School and Mental Health Cooperative Effort.
23p. 1mf. L1 ED 318 979

Sherman, George
Canada Connection in American History: A Guide for Teachers.
244p. 3mf. L2 ED 319 638

Shermis, Mark D.
Item Bias in Mathematics Achievement: The Progressive Achievement Tests for Mathematics.
29p. 1mf. L1 ED 319 590

Sherwood, Topper
Got the Education Beat? Use ERIC! A Journalist's Handbook about the Educational Resources Information Center (ERIC).
27p. 1mf. L1 ED 319 582

Short, Paula M.
Increasing Teacher Autonomy through Shared Governance: Effects on Policy Making and Student Outcomes.
30p. 1mf. L2 ED 319 096

Shreeve, William
Reflections of a Strike As Seen through the Eyes of Superintendents.
17p. 1mf. L1 ED 319 104

Shuy, Roger W.
Terminological Interference in the Study of the Social Aspects of Language.
14p. 1mf. L1 ED 319 236

Simon, Monique S.
Summer Bilingual Program, 1989. OREA Report.
21p. 1mf. L1 ED 319 250

Smink, Jay
Mentoring Programs for At-Risk Youth: A Dropout Prevention Research Report.
38p. 1mf. L1 ED 318 931

Smith, Brent Roderick
Assessment of Emotional Distress in Personal Injury Litigation.
57p. 1mf. L1 ED 318 934

Smith, Miriam W.
Socrates versus the Drill Sergeant: Dimensions of Variation in Preschool Teachers' Discourse.
30p. 1mf. L1 ED 319 534

Smith, Susan B.
Life Satisfaction in Rural and Urban Elderly: Nursing Home and Independent.
19p. 1mf. L1 ED 318 968

Smreker, Eugene
Major Appliance Repair. Teacher Edition.
662p. 7mf. L2 ED 318 920

Smyke, Patricia
Caught in the Cross Currents: What's Happened to Children--and People Who Work for Children--in the Ten Years since the International Year of the Child. A Review of NGO/UN Action for Children 1979-1989, Commissioned by the NGO Committee on UNICEF.
71p. 1mf. L1 ED 319 478

Sniegoski, Stephen J.
William Torrey Harris and the Academic School.
16p. 1mf. L1 ED 319 666

Snodgrass, Sara E.
Attractiveness and Leader Style: Evaluations of Male and Female Leaders by Male and Female Evaluators.
14p. 1mf. L1 ED 318 967
Women's Dominance with Men Revisited: What if She Is More Intelligent?
11p. 1mf. L1 ED 318 966

Sobczak, Joan
Examination of the Relationship between Self-Perceived Physical Attractiveness and Social Competence.
26p. 1mf. L1 ED 318 935

Solomon, Judith
Conflict and Attachment: The Experience of Disorganized/Controlling Children.
15p. 1mf. L1 ED 319 496

Sopasakis, Maria
Attractiveness and Leader Style: Evaluations of Male and Female Leaders by Male and Female Evaluators.
14p. 1mf. L1 ED 318 967

Sorensen, Monica, Ed.
Head Start Success Stories.
55p. 1mf. L1 ED 319 481

Sosa, Alicia
Making Education Work for Mexican-Americans: Promising Community Practices. ERIC Digest.
3p. 1mf. L1 ED 319 580

Sosnowsky, William Paul, Comp.
Inclusive Education: Toward the Maximum Potential. LRE Bows to the Least Restrictive Alternative. A Bibliography and Directory.
54p. 1mf. L1 ED 319 172

Soter, Anna O.
ESL Students in the English/Language Arts Classroom. An Annotated Bibliography for the Regular English/Language Arts Teachers.
13p. 1mf. L1 ED 319 229

Sparapani, Ervin
Survey of AASCU Institutions: Compliance with Selected NCATE Standards at the Advanced Level.
28p. 1mf. L1 ED 319 694

Sprinkle, Tom
Diesel Electrical Systems. Teacher Edition (Revised).
414p. 5mf. L2 ED 318 917

St. George, Ross
Item Bias in Mathematics Achievement: The Progressive Achievement Tests for Mathematics.
29p. 1mf. L1 ED 319 590

Stahlhut, Richard G.
Realities of Implementing a Partnership Program.
10p. 1mf. L1 ED 319 705

Stangl, Anita
One-Person Development Office.
54p. 1mf. L1 ED 319 118

Stanley, Sarah J.
Videotaped-Based Teacher Tests: Bells, Whistles or Bona Fide Assessment?
10p. 1mf. L1 ED 319 806

Stansfield, Charles W.
Evaluation of Simulated Oral Proficiency Interviews as Measures of Spoken Language Proficiency.
13p. 1mf. L1 ED 319 231

Starnes, Christine
Evaluation as Empowerment: Holistic Evaluation across the Curriculum.
74p. 1mf. L1 ED 319 425

Stea, David
Domestic/International Field Center for Intercultural Education in Built Environment: Final Report.
41p. 1mf. L1 ED 319 340

Steele, Diane
Relationship between Chapter 1 and Special Education Services for Mildly Handicapped Students: A Substudy of the National Assessment of Chapter 1.
95p. 1mf. L1 ED 319 186

Steenland, Sally
Unequal Picture. Black, Hispanic, Asian and Native American Characters on Television.
50p. 1mf. L2 ED 319 366

Stern, Lucia
Bilingual Specialized Programs in New York City High Schools, 1988-89. OREA Evaluation Section Report.
25p. 1mf. L1 ED 319 262
Career Awareness Program. Project CAP, 1988-89. OREA Report.
29p. 1mf. L1 ED 319 255
Eligibility and Programming in Chapter I English as a Second Language (E.S.L.) Programs, 1988-89. OREA Report.
20p. 1mf. L1 ED 319 258

Stevenson-Burger, Lynn
Development of a Computer-Based Instructional Management System through School-University Collaboration.
10p. 1mf. L1 ED 319 102

Stevenson, Harold W.
Making the Grade in Mathematics: Elementary School Mathematics in the United States, Taiwan, and Japan.
38p. mf. L3 ED 319 592

Stevenson, Zollie, Jr.
Reliability of Using a Focused-Holistic Scoring Approach To Measure Student Performance on a Geometry Proof.
82p. 1mf. L1 ED 319 748

Steward, Robbie J.
Examination of the Relationship between Critical Thinking and Academic Success on a University Campus.
30p. 1mf. L1 ED 318 936
Examination of the Relationship between Self-Perceived Physical Attractiveness and Social Competence.
26p. 1mf. L1 ED 318 935
Study of Self-Esteem in Adopted Non-adopted Adolescents.
24p. 1mf. L1 ED 318 940
Women's Sex-role Self-Concept: A Study of Career Choice and Satisfaction.
33p. 1mf. L1 ED 318 937

Stine, Karen Coe
Changes in Teacher Attributions of Student Problems Following Consultation.
11p. 1mf. L1 ED 318 981

Stinson, John E.
Integrated Contextual Learning: Situated Learning in the Business Profession.
15p. 1mf. L1 ED 319 330

Stoddard, Ann H.
Work Values of Preservice and Inservice Teachers and Educators.
10p. 1mf. L1 ED 319 721

Stoliker, Howard
Women's Dominance with Men Revisited: What if She Is More Intelligent?
11p. 1mf. L1 ED 318 966

Stoltenberg, Cal D.
Supervision: A Comparison of Trainees' and Supervisors' Perceptions of Development.
9p. 1mf. L1 ED 318 959

Storey, Sandra
June 1989 Grade Retention in Chicago Public Elementary Schools. Monitoring and Researching the Effects of School Reform in Chicago.
45p. 1mf. L1 ED 319 499

Strawser, Sherri
Investigation of Subtypes and Severities of Learning Disabled Adults.
8p. 1mf. L1 ED 319 167

Streb, Judith A.
Reading: Practice Book 1--Practice in Basic Reading Skills.
99p. 2mf. L2 ED 319 033
Reading: Practice Book 2--Practice in Basic Reading Skills.
98p. 2mf. L2 ED 319 034
Reading: Practice Book 3--Practice in Basic Reading Skills.
98p. 2mf. L2 ED 319 035
Reading: Practice Book 4--Practice in Basic Reading Skills.
99p. 2mf. L2 ED 319 036
Reading: Practice Book 5--Practice in Basic Reading Skills.
100p. 2mf. L2 ED 319 037
Reading: Practice Book 6--Practice in Basic Reading Skills.
100p. 2mf. L2 ED 319 038

Strober, Myra H.
Child Care Centers as Workplaces.
42p. 1mf. L1 ED 319 530
Financing Child Care through Local Taxes: One City's Bold Attempt.
45p. 1mf. L1 ED 319 531

Strohm, Paul, Ed.
Annual Report on the Economic Status of the Profession, 1989-90.
97p. 2mf. L1 ED 319 292

Stronge, James H.
Residency and Guardianship Requirements as Barriers to the Education of Homeless Children and Youth.
38p. 1mf. L1 ED 319 845

Strusinski, Marianne
Evolution of Shared Decision Making in School-Based Management.
7p. 1mf. L1 ED 319 131

Sullivan, Leila Gonzalez, Ed.
1990 Journal of the American Association of Women in Community and Junior Colleges.
49p. 1mf. L1 ED 319 424

Sullivan, Richard L.
Trade and Industrial Education Teachers; A National Study of Certification Requirements.
18p. 1mf. L1 ED 318 878

Summerfield, Liane
Adolescents and AIDS. ERIC Digest.
4p. 1mf. L1 ED 319 742

Sundre, Donna L.
Identification of the Significant Dimensions of Faculty Scholarship.
15p. 1mf. L1 ED 319 319

Sundstrom, Gerdt
Community Care of the Aged in Scandinavia.
54p. 1mf. L1 ED 318 849

Suydam, Marilyn N.
Curriculum and Evaluation Standards for Mathematics Education. ERIC/SMEAC Mathematics Education Digest No. 1, 1990.
4p. 1mf. L1 ED 319 630

Swartz, Stanley L.
Evaluatinag Case Study Methods Used To Diagnose Behavior Disorders.
19p. 1mf. L1 ED 319 177

Sweeting, Terry
Gymnastics in Schools.
15p. 1mf. L1 ED 319 689

Sworder, Steve
Analysis of History Course Success Based on English Eligibility.
8p. 1mf. L1 ED 319 450

Sydney-Smith, Ian
Teachers' Degree of Satisfaction Concerning the Implementation of an Inquiry-Oriented Secondary Biology Course.
25p. 1mf. L1 ED 319 607

Takaki, Ronald
Strangers From a Different Shore. A History of Asian Americans.
570p. mf. L3 ED 319 839

Tally, William J.
Children's Use of the Unique Features of Interactive Videodiscs. Technical Report No. 42.
22p. 1mf. L2 ED 319 375
Palenque Project: A Process of Design and Development as Research in the Evolution of an Optical Disc Prototype for Children. Technical Report No. 47.
15p. 1mf. L1 ED 319 391

Tamir, Pinchas
Detailed Analysis of Misconceptions as a Basis for Developing Remedial Instruction: The Case of Photosynthesis.
18p. 1mf. L1 ED 319 635

Tang, Thomas Li-Ping
Meaning of Money Revisited: Workers' View.
14p. 1mf. L1 ED 318 984

Taulbee, Dianne R.
Emotionally Impaired Elementary Curriculum.
102p. 2mf. L1 ED 319 180

Tavis, Timothy M.
Ethical Perspectives on the Current Controversy Regarding Openness in Adoption.
17p. 1mf. L1 ED 319 477

Taylor, William L., Ed.
One Nation, Indivisible: The Civil Rights Challenge for the 1990s.
659p. 7mf. L1 ED 319 835

Teas, Brenda
Recruitment Program for Critical Shortage Elementary Level Special Education Teachers and Related Service Personnel.
126p. 2mf. L1 ED 319 158

Tellefsen, Thomas E.
Improving College Management. An Integrated Systems Approach.
594p. mf. L3 ED 319 282

Thayer, Jerome D.
Implementing Variable Selection Techniques in Regression.
23p. 1mf. L1 ED 319 805

Theall, Michael
Attributions or Retributions: Student Ratings and the Perceived Causes of Performance.
69p. 1mf. L1 ED 319 764
Development of Materials for Use in a Comprehensive Teaching Improvement System. Final Report.
71p. 1mf. L1 ED 319 336

Thomas, Sarah Moody
Determinants of Smoking Status of Black Urban Adolescents.
8p. 1mf. L1 ED 319 848

Thompson, Ertle
Exhibit Interpreter: An Attention-Focuser in Science Museums.
25p. 1mf. L1 ED 319 616

Thurlow, Martha L.
Assessing Post-School Outcomes for Students with Moderate to Severe Mental Retardation. Project Report No. 89-1.
80p. 1mf. L1 ED 319 203
Evaluating Post-School Transition of Secondary Students with Moderate to Severe Handicaps. Final Report.
42p. 1mf. L1 ED 319 202

Thurston, Linda P.
Girls, Computers, and Amber Waves of Grain: Computer Equity Programming for Rural Teachers.
18p. 1mf. L1 ED 319 660

Tilak, Jandhyala B. G.
Education and Its Relation to Economic Growth, Poverty, and Income Distribution: Past Evidence and Further Analysis. World Bank Discussion Paper 46.
127p. 2mf. L2 ED 319 669

Tippeconnic, John W., III
Educational Neglect: Reform Reports and the Schooling of American Indians.
37p. 1mf. L1 ED 319 555

Tisher, Richard P., Ed.
Research in Science Education, Volume 17. Selections of Refereed Papers from the Annual Conference of the Australian Science Education Research Association (18th, Wagga Wagga, New South Wales, Australia, July 1987).
270p. 3mf. L1 ED 319 587

Toby, Jackson
Violence in Schools. Research in Brief.
5p. 1mf. L1 ED 319 837

Tochon, Francois V.
Novice/Expert Teachers' Time Epistemology.
30p. 1mf. L1 ED 319 717

Tompkins, Katrina
Bibliography of the Use of Video-Cassettes as a Teaching Medium in Higher Education.
59p. 1mf. L1 ED 319 395

Torres, Belinda M.
Work Values and Job Satisfaction of Potential Minority Leaders in Community College Settings.
24p. 1mf. L1 ED 319 469

Torres, Marcia
D.S.E. Citywide Chapter 1, Part B Institutionalized Facilities Program 1988-89.
33p. 1mf. L1 ED 319 849

Townley, Charles
Handbook for Local Coordinators: Value-Added, Compact Disk, Union Catalog Test Phase.
38p. 1mf. L1 ED 319 407

Treagust, David F.
Teachers' Degree of Satisfaction Concerning the Implementation of an Inquiry-Oriented Secondary Biology Course.
25p. 1mf. L1 ED 319 607

Treece, Nelson L.
Use of the Cloze Procedure To Measure Reading Comprehension and Language Ability of the Deaf.
89p. 1mf. L2 ED 319 185

Trevisan, Michael S.
Reliability and Validity of Multiple-Choice Examinations as a Function of the Number of Options per Item and Student Ability.
37p. 1mf. L1 ED 319 795

Triplett, Jill Rambert
Preparing More Minority Teachers: SREB States Take Action.
9p. 1mf. L1 ED 319 736

Tuan, Hsiao-lin
Influence of Preservice Secondary Science Teachers' Beliefs on Their Planning.
35p. 1mf. L1 ED 319 618

Tucker, Richard D., Ed.
Snowbirds in the Sun Belt: Older Canadians in Florida.
128p. 2mf. L1 ED 318 842

Tucker, Richard N.
Comparative Study on Criteria and Procedures for the Evaluation of Educational Software. Summary.
8p. 1mf. L1 ED 319 358

Tucker, Susan A.
Evaluation Semiotic.
36p. 1mf. L1 ED 319 772

Tuckman, Bruce W.
Measuring Procrastination Attitudinally and Behaviorally.
12p. 1mf. L1 ED 319 792

Turkington, H. David
Application of Research to the Teaching of Basketball at the Elementary School Level.
36p. 1mf. L1 ED 319 696

Turley, James
Professional Development for Rhode Island School Administrators.
53p. 1mf. L1 ED 319 097

Turner, Margery Austin
Metropolitan Housing Opportunities for Poor and Working Class Minorities.
56p. 1mf. L2 ED 319 846

Ungerleider, Steven
IMPACT: An Early Intervention Demonstration Project. Abbreviated Version.
21p. 1mf. L1 ED 318 954

Upcraft, M. Lee
Alcohol and Other Drugs. A Guide for College Presidents and Governing Boards.
41p. 1mf. L1 ED 319 287

Useem, Elizabeth L.
Social Class and Ability Group Placement in Mathematics in the Transition to Seventh Grade: The Role of Parental Involvement.
29p. 1mf. L1 ED 319 591

Vallduvi, Enric
"Only" and Focus.
15p. 1mf. L1 ED 319 246

van der Kamp, Leo J. Th.
Linear versus Nonlinear Analysis in the Measurement of Effects in a Quasi-Experimental Design.
22p. 1mf. L1 ED 319 757

Vandenberghe, R.
Symposium on "Experiences of Innovation in Primary Education in the Netherlands" (Noordwijkerhout, Netherlands, October 24-28, 1988). The CDCC's Project No. 8: "Innovation in Primary Education."
66p. 1mf. L2 ED 319 503

VanTassel-Baska, Joyce
Year Round School Concept for Gifted Learners.
9p. 1mf. L1 ED 319 215

Vickers, Joan N.
Instructional Design for Teaching Physical Activities: A Knowledge Structures Approach.
298p. mf. L3 ED 319 729

Villarreal, Gay Callaway
Migrant Education, Interstate Secondary Credit Accrual and Acceptance Manual: Practical Guidelines for School Personnel Serving Migrant Secondary Students.
174p. 2mf. L1 ED 319 546

Villas, Paul
Profile of Elder Abuse and Neglect in Tennessee.
21p. 1mf. L1 ED 319 725

Volling, Brenda
Effects of Infant Day Care on Children's Social Behavior: An Examination of Within-Group Differences.
20p. 1mf. L1 ED 319 513

Vooijs, Marcel W.
Linear versus Nonlinear Analysis in the Measurement of Effects in a Quasi-Experimental Design.
22p. 1mf. L1 ED 319 757

Vorderstrasse, Ron
General Electronics Technician.
788p. 9mf. L2 ED 318 919

Vroman, Wayne
Industrial Change and Black Men's Relative Earnings: Final Report.
54p. 1mf. L2 ED 319 861

Wagner, Judith O.
Locating Vocational Education Curricula. ERIC Digest No. 97.
3p. 1mf. L1 ED 318 915

Walsh, Daniel J.
Knocking on Kindergarten's Door: Who Gets In? Who's Kept Out?
26p. 1mf. L1 ED 319 539

Ward, Barbara
Report on George Brown College Multicultural Demonstration Project.
77p. 1mf. L1 ED 319 452

Ward, Howard W.
Fauquier Enrollment Projections: Preliminary Study, March 1989.
43p. 1mf. L1 ED 319 432
Germanna Community College. The Year at a Glance, 1988-89.
51p. 1mf. L1 ED 319 437

Ward, Sandra Brubaker
Effect of Feedback on the Illusion of Knowing and Comprehension Monitoring of College Students.
18p. 1mf. L1 ED 319 003

Wardell, David
Education--An Annotated Bibliography of Current Issues, July-September, 1989.
124p. 2mf. L1 ED 319 406

Ware, Cindy
Summer Options for Teenagers.
637p. 7mf. L1 ED 319 182

Wark, David M., Ed.
College and Adult Reading VII: The Seventh Yearbook of the North Central Reading Association.
171p. 2mf. L1 ED 318 990

Warkentin, Robert W.
Using Hierarchical Models of Studying To Evaluate the Character of Students' Study Activities.
38p. 1mf. L1 ED 319 765

Warren, Charles R.
Accountability in Mathematics Education. ERIC/SMEAC Mathematics Digest No. 3, 1988.
4p. 1mf. L1 ED 319 628
Exploration of Factors Influencing the Career Preferences of Junior High Students.
33p. 1mf. L1 ED 319 632

Wavering, Michael J.
What Do Prospective Science Teachers Understand about the Nature of Science?
13p. 1mf. L1 ED 319 603

Webb, Noreen
Validity of Alternative Measurement Procedures for Assessing Mathematical Problem-Solving Processes and Performance.
35p. 1mf. L1 ED 319 781

Webster, David S.
Continuity and Change in the Highest-Ranked Ph.D.-Granting Departments of English, 1925-1982.
46p. 1mf. L1 ED 319 311

Webster, Raymond E.
Predicting At-Risk-for-Failure Students Based on Information Processing Characteristics.
17p. 1mf. L1 ED 318 965

Weidner, Heidemarie Z.
Back to the Future.
18p. 1mf. L1 ED 319 045

Weimer, Linda J.
Early Admission to Kindergarten and First Grade.
8p. 1mf. L1 ED 319 528

Weislogel, Louis F.
Classroom Texts: An Investigation of the Correlative Features of Assigned Reading and Test Performance. Applied Educational Research and Evaluation.
37p. 1mf. L1 ED 319 745

Welker, Jennifer
Immigrant and Refugee Tutoring Programs: A D.C. Schools Project Handbook. "Tutoring and Befriending."
200p. 3mf. L1 ED 319 868

Welker, Randy S.
Special Report on the Alaska Commission on Postsecondary Education--Collection of Defaulted Student Loans.
25p. 1mf. L1 ED 319 281

Weller, Carol
Investigation of Subtypes and Severities of Learning Disabled Adults.
8p. 1mf. L1 ED 319 167

Welty, John D.
Alcohol and Other Drugs. A Guide for College Presidents and Governing Boards.
41p. 1mf. L1 ED 319 287

Wenger, Marta
Physician Involvement in Planning for P.L. 99-457 Part H: Interagency Coordinating Council Roles and System Planning Issues.
47p. 1mf. L1 ED 319 170

Werner, Peter
Gymnastics in Schools.
15p. 1mf. L1 ED 319 689

West, Sharon Crook, Ed.
Correctional Training, Industries and Education. TIE.
40p. 1mf. L1 ED 318 899

Westfall, Philip Jean-Louis
Improving Prediction by Correcting Test Scores for Person Disturbances Using the Rasch Model.
5p. 1mf. L1 ED 319 768

Weston, Susan Perkins
Making Sense of School Budgets: A Citizen's Guide to Local Public Education Spending.
53p. 1mf. L1 ED 319 094

Wheeler, Patricia
Assessment of Laboratory Skills of Science Teachers via a Multi-Methods Approach.
19p. 1mf. L1 ED 319 762

Whelan, Carol Scott
Statewide School Dropout Identification and Strategy Development Program: Does It Work?
20p. 1mf. L1 ED 319 796

White, Arden
Participation in the "Journal of College Student Development" as Authors and Editorial Board Members: A Gender Study.
6p. 1mf. L1 ED 318 980

White, Arthur L.
Instrument To Measure Spatial-Symbolic Information Processing Ability.
17p. 1mf. L1 ED 319 609

White, Auston E.
Organizational Structure and Design in Higher Education: A Literature Review of Organizational Structures in Higher Education with a Focus on the Co-Existence of Academic and Non-Academic Structures.
20p. 1mf. L1 ED 319 354

White, Ron
Laying It On the Line.
35p. 1mf. L1 ED 319 233

Willett, Walter C.
Comparison of American and African Students on Who Is Admired and Why.
13p. 1mf. L1 ED 319 498

Williams, Robert O.
Communication within School-University Partnerships and Its Effect on Curricular Change.
43p. 1mf. L1 ED 319 350

Williams, Robin M., Jr., Ed.
Common Destiny: Blacks and American Society.
622p. mf. L3 ED 319 821
Common Destiny: Blacks and American Society. Summary and Conclusions.
48p. 1mf. L1 ED 319 822

Willis, Sherry L., Ed.
Maintaining Professional Competence. Approaches to Career Enhancement, Vitality, and Success throughout a Work Life.
328p. mf. L3 ED 319 334

Wilson, Jeanette D.
Characteristics of "Established" Students: A Descriptive Study of Married 30-50 Year Old Reentry Students. Teaching Learning Issues No. 67.
20p. 1mf. L1 ED 318 882

Wilson, Kathleen S.
Palenque Optical Disc Prototype: Design of Multimedia Experiences for Education and Entertainment in a Nontraditional Learning Context. Technical Report No. 44.
19p. 1mf. L2 ED 319 377
Palenque Project: A Process of Design and Development as Research in the Evolution of an Optical Disc Prototype for Children. Technical Report No. 47.
15p. 1mf. L1 ED 319 391

Wineburgh, Adele C.
Effect of Enthusiastic Teaching on the Listening Comprehension of Kindergarten Children.
73p. 1mf. L1 ED 319 514

Wircenski, Jerry L.
Instructional Alternatives: Rescue Strategies for At-Risk Students.
7p. 1mf. L2 ED 319 132

Witt, Elizabeth A.
Recent Trends in Achievement Test Scores: Which Students Are Improving, and on What Levels of Skill Complexity?
30p. 1mf. L1 ED 319 777

Wolfe, Ethyle R.
Center for Core Studies at Brooklyn College. Executive Summary.
246p. 3mf. L1 ED 319 339

Wood, D. O.
Safety Management Systems.
30p. 1mf. L1 ED 318 896

Wood, Peter H.
College Faculty Attitudes toward Merit Pay.
18p. 1mf. L1 ED 319 290
Grading and Evaluation Practices and Policies of School Teachers.
58p. 1mf. L1 ED 319 782

Woods, Diane E., Ed.
Aphasia Rehabilitation in Asia and the Pacific Region: Japan, China, India, Australia and New Zealand. Monograph #45.
90p. 1mf. L1 ED 319 225

Woolbright, Cynthia, Ed.
Valuing Diversity on Campus: A Multicultural Approach. College Unions At Work Monograph Series Number 11.
89p. 1mf. L2 ED 319 280

Workman, Mary Burke
Effects of Grouping Patterns in a Cooperative Learning Environment on Student Academic Achievement.
50p. 1mf. L1 ED 319 617

Wrightson, William
From Barrier Free to Safe Environments: The New Zealand Experience. Monograph #44.
110p. 2mf. L1 ED 319 224

Wyatt-Brown, Anne
Life after Graduate School: Skill Development for International Scholarship.
20p. 1mf. L1 ED 319 241

Wyckoff, John
Identification of Student Characteristics That Predict Persistence and Success in an Engineering College at the End of the Sophomore Year: Informing the Practice of Academic Advising.
56p. 1mf. L1 ED 319 355

Xiao, Beiling
Dichotomous Search Strategies for Computerized Adaptive Testing.
21p. 1mf. L1 ED 319 749

Yap, Kim O.
Making a Difference for the Bilingual Child: How One District Achieved its Goals.
28p. 1mf. L1 ED 319 245

Yeager, Kenneth E.
Financing Child Care through Local Taxes: One City's Bold Attempt.
45p. 1mf. L1 ED 319 531

Yen, Wendy M.
Increasing Score Reliability with Item-Pattern Scoring: An Empirical Study in Several Score Metrics.
24p. 1mf. L1 ED 319 800

Yodzis, Linda
ESL Students in the English/Language Arts Classroom. An Annotated Bibliography for the Regular English/Language Arts Teachers.
13p. 1mf. L1 ED 319 229

Yonai, Barbara A.
Schine-ing Example: How To Evaluate the College Union.
7p. 1mf. L1 ED 319 275

Yore, Larry D.
Assessment of What Grade 5 Students Know about Science Text and Science Reading. A Preliminary Report.
53p. 1mf. L1 ED 319 589

Zachariah, Mathew
Dilemmas of a Successful People's Education Movement in India.
58p. 1mf. L1 ED 319 095

Zanville, Holly
Industry/Postsecondary Education Partnership for Faculty Development.
45p. 1mf. L1 ED 319 338

Zawitz, Marianne W.
Federal Drug Data for National Policy.
17p. 1mf. L1 ED 318 928

Zeng, Lingjia
Estimate of Difficulty and Dimensional Strengths of Test Items That Measure More Than One Ability.
20p. 1mf. L1 ED 319 750

Zettel, Kathryn
Guide to Resources for ESL Literacy Facilitators.
21p. 1mf. L1 ED 319 268

Zobairi, Nillofur
Told Tale: Oral Storytelling and the Young Child.
21p. 1mf. L1 ED 319 517

Ability Grouping
- Social Class and Ability Group Placement in Mathematics in the Transition to Seventh Grade: The Role of Parental Involvement. 29p. 1mf. L1 ED 319 591

Ability Identification
- Estimate of Difficulty and Dimensional Strengths of Test Items That Measure More Than One Ability. 20p. 1mf. L1 ED 319 750
- Guides in Gifted Education. 181p. 2mf. L1 ED 319 176
- Identifying and Serving the Gifted New Immigrant/Refugee: Problems, Strategies, Implications. 30p. 1mf. L1 ED 319 209

Abstract Reasoning
- Cognitive Education Bibliography. 43p. 1mf. L1 ED 319 727
- Staff Development for Higher Order Thinking: A Synthesis of Practical Wisdom. 26p. 1mf. L1 ED 319 728

Abstracts
- Resources in Education (RIE). Volume 25, Number 10. p. mf. L2 ED 318 839

Academic Ability
- Reliability and Validity of Multiple-Choice Examinations as a Function of the Number of Options per Item and Student Ability. 37p. 1mf. L1 ED 319 795

Academic Achievement
- Analysis of History Course Success Based on English Eligibility. 8p. 1mf. L1 ED 319 450
- Assessment of Student Progress in Special Education: Mixed-Exceptionality versus Single-Exceptionality Programs. Research Report. 77p. 1mf. L1 ED 319 223
- Attributions or Retributions: Student Ratings and the Perceived Causes of Performance. 69p. 1mf. L1 ED 319 764
- Bibliography of Research Related to Secondary Education. 136p. 2mf. L1 ED 319 147
- Black Student Experience. Maryland Longitudinal Study Research Highlights. Research Report #15. 22p. 1mf. L1 ED 319 353
- Classroom Texts: An Investigation of the Correlative Features of Assigned Reading and Test Performance. Applied Educational Research and Evaluation. 37p. 1mf. L1 ED 319 745
- Community College Transfers to Maryland Four-Year Institutions. Research Brief RB90-11. 22p. 1mf. L1 ED 319 449
- Curriculum Management System: A Computer Managed Curriculum. 12p. 1mf. L1 ED 319 679
- Developing and Implementing a Middle School Program To Improve the Achievement of Students in Grade Six through Grade Eight. 126p. 2mf. L1 ED 319 509
- Does Academic Performance Feedback Affect Children's Self-Esteem? 16p. 1mf. L1 ED 318 925
- Educational Attainment of Children of Immigrants. 25p. 1mf. L2 ED 319 829
- Educational Excellence Act of 1989. Hearing on S. 695 To Promote Excellence in American Education by Recognizing and Rewarding Schools, Teachers, and Students for Their Outstanding Achievements, Enhancing Parental Choice, Encouraging the Study of Science, Mathematics, and Engineering, and for Other Purposes, before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United States Senate, One Hundred First Congress, First Session. 341p. 4mf. L1 ED 319 105
- Effects of Grouping Patterns in a Cooperative Learning Environment on Student Academic Achievement. 50p. 1mf. L1 ED 319 617
- Examination of the Relationship between Critical Thinking and Academic Success on a University Campus. 30p. 1mf. L1 ED 318 936
- Gender, Teaching Methods and ACT Scores. 16p. 1mf. L1 ED 318 964
- How the Principal Can Provide Instructional Leadership for the Reluctant Learner. 16p. 1mf. L1 ED 319 709
- Identification of Student Characteristics That Predict Persistence and Success in an Engineering College at the End of the Sophomore Year: Informing the Practice of Academic Advising. 56p. 1mf. L1 ED 319 355
- Instructional Discourse and Student Engagement. 35p. 1mf. L1 ED 319 780
- Instructional Leadership, School Goals, and Student Achievement: Exploring the Relationship between Means and Ends. 48p. 1mf. L1 ED 319 783
- Intrinsic Motivation, Self-Perception, and Their Effects on Black Urban Elementary Students. 58p. 1mf. L1 ED 319 864
- Role of Studying, Academic Variables, and Initial Course Success in Outcomes of College Courses. 9p. 1mf. L1 ED 319 296
- Social Capital, Value Consistency, and the Achievement Outcomes of Home Education. 17p. 1mf. L2 ED 319 744

Academic Advising
- Holistic Approach to Improving Advising at Ferris State University. 1988-89 Information Paper. 25p. 1mf. L1 ED 318 955
- Impact of Undergraduate Enhancement Funding. Report and Recommendations of the Postsecondary Education Planning Commission. Report 7. 82p. 1mf. L1 ED 319 324

Academic Discourse
- From Opposition to Resistance: Popular Culture and the Composition Classroom. 12p. 1mf. L2 ED 319 041
- Some Sources of Written Genre Interference in the Work of Basic Writers. 17p. 1mf. L1 ED 319 064

Academic Education
- Integration of Academic and Vocational-Technical Education. 8p. 1mf. L1 ED 318 859
- Proceedings for Forum on Integrating Occupational and Academic Education. 28p. 1mf. L1 ED 318 869
- Role of the School in Creating a Supportive Learning Environment for Minority Students. 11p. 1mf. L1 ED 319 863
- Summer Options for Teenagers. 637p. 7mf. L1 ED 319 182
- William Torrey Harris and the Academic School. 16p. 1mf. L1 ED 319 666

Academic Failure
- Predicting At-Risk-for-Failure Students Based on Information Processing Characteristics. 17p. 1mf. L1 ED 318 965

Academic Libraries
- Study to Identify Areas of Relative Strength and Weakness in Support for the Saint Leo College Library Acquisitions Project. 51p. 1mf. L1 ED 319 322

Academic Persistence
- *Black Student Experience. Maryland Longitudinal Study Research* Highlights. Research Report #15. 22p. 1mf. L1 ED 319 353
- College Attendance Patterns of Rural Youth: Results from Iowa's Class of 1983. One in a Series of Reports in NCREL's Rural Education Program. 52p. 1mf. L1 ED 319 557
- Evaluating College Student Retention: Comparative National Data from the 1981-1984 Entering Freshman Classes. 25p. 1mf. L1 ED 319 320
- Identification of Student Characteristics That Predict Persistence and Success in an Engineering College at the End of the Sophomore Year: Informing the Practice of Academic Advising. 56p. 1mf. L1 ED 319 355
- Los Rios Community College District Office of Planning and Research Student Persistence Study. 35p. 1mf. L1 ED 319 441
- Persistence and Graduation Rates at Germanna Community College, Fall Quarter 1981 through Fall Quarter 1986. 25p. 1mf. L1 ED 319 436
- Retention and Attrition of Declared Part-Time Associate Freshmen. Discussion and Decision Items. 37p. 1mf. L1 ED 319 431
- Undergraduate Completion and Persistence at Four-Year Colleges and Universities: Completers, Persisters, Stopouts, and Dropouts. 36p. 1mf. L1 ED 319 343

Academic Rank (Professional)
- Annual Report on the Economic Status of the Profession, 1989-90. 97p. 2mf. L1 ED 319 292

Academic Standards
- Educational Excellence Act of 1989. Hearing on S. 695 To Promote Excellence in American Education by Recognizing and Rewarding Schools, Teachers, and Students for Their Outstanding Achievements, Enhancing Parental Choice, Encouraging the Study of Science, Mathematics, and Engineering, and for Other Purposes, before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United States Senate, One Hundred First Congress, First Session. 341p. 4mf. L1 ED 319 105
- National Board for Professional Teaching Standards. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session. 90p. 1mf. L1 ED 319 703
- Proceedings for Forum on Integrating Occupational and Academic Education. 28p. 1mf. L1 ED 318 869

Academically Gifted
- Language Arts for Gifted Middle School Students. Teaching Resources in the ERIC Database (TRIED) Series. 84p. 1mf. L1 ED 319 046

Access to Education
- America's Hidden Treasure. The Urgent Need To Recognize and Promote the Nation's Vocational-Technical Education System. A Report to the American People. 53p. 1mf. L1 ED 318 898
- Bilingual Specialized Programs in New York City High Schools, 1988-89. OREA Evaluation Section Report. 25p. 1mf. L1 ED 319 262
- Educating Undocumented Children: A Review of Practices and Policies. A Trends and Issues Paper. 51p. 1mf. L1 ED 319 585
- Growth and Concentration of Hispanic Enrollment and the Future of American Education. 36p. 1mf. L1 ED 319 819
- New Information Technology and the Education of Hispanics. The Promise and the Dilemma. Policy Pamphlet Series No. 1. 40p. 1mf. L2 ED 319 399
- Open Learning for Process Operators. ZIFF Papiere 78. 24p. 1mf. L1 ED 318 891
- Pennsylvania Council on Vocational Education 20th Annual Report. 48p. 1mf. L1 ED 318 883
- Residency and Guardianship Requirements as Barriers to the Education of Homeless Children and Youth. 38p. 1mf. L1 ED 319 845
- Special Education: Estimates of Handicapped Indian Preschoolers and Sufficiency of Services. Briefing Report to Congressional Requesters. 69p. 1mf. L1 ED 319 178
- Willingness To Pay for Education in Developing Countries: Evidence from Rural Peru. Living Standards Measurement Study Working Paper No. 54. 59p. 1mf. L2 ED 319 668

Access to Information
- Kids Need Libraries: School and Public Libraries Preparing the Youth of Today for the World of Tomorrow. 14p. 1mf. L1 ED 319 408
- Library and Information Services for Democracy. A Select ERIC Bibliography Prepared on a Theme of the 1991 White House Conference on Library and Information Services. ERIC/IR Mini-Bib. 4p. 1mf. L1 ED 319 414
- Technology & Access: The Electronic Doorway Library. 44p. 1mf. L1 ED 319 387

Accessibility (for Disabled)
- From Barrier Free to Safe Environments: The New Zealand Experience. Monograph #44. 110p. 2mf. L1 ED 319 224

Accident Prevention
- Prevention, The Beginning of the Rehabilitation Process: A View from New Zealand. Monograph #46. 51p. 1mf. L1 ED 319 226

Accidents
- Prevention, The Beginning of the Rehabilitation Process: A View from New Zealand. Monograph #46. 51p. 1mf. L1 ED 319 226

Accountability
- AB 1725 Model Accountability System. California Community Colleges. Revised. 32p. 1mf. L1 ED 319 461
- Accountability in Mathematics Education. ERIC/SMEAC Mathematics Digest No. 3, 1988. 4p. 1mf. L1 ED 319 628
- California Education Summit. Meeting the Challenge, the Schools Respond. Final Report (Sacramento, California, December 12-13, 1989). 48p. 1mf. L2 ED 319 120
- California Education Summit. Meeting the Challenge, the Schools Respond. Background Papers. 117p. 2mf. L2 ED 319 119
- Evaluating Recreation Programmes with Disabled Participants. 7p. 1mf. L1 ED 319 714
- Kentucky Chapter 1 Program Improvement Guide. 42p. 1mf. L1 ED 319 856
- Vocational Education Performance Standards. ERIC Digest No. 96. 3p. 1mf. L1 ED 318 914

Accounting
- Gender, Teaching Methods and ACT Scores. 16p. 1mf. L1 ED 318 964

Acculturation
- Brown Out: An Appraisal of the Role of the Public School as an Acculturating Agency of Mexican Americans in Texas, 1850-1968. 281p. 3mf. L1 ED 319 541
- Designing an Education for Life in Two Worlds: The Founding of the Bureau of Jewish Education of New York City. 34p. 1mf. L1 ED 319 830
- Growth and Conflict in Basic Writing. 12p. 1mf. L1 ED 319 056
- Hispanic Orientation to Life in America. Project HOLA, 1987-88. OREA Report. 28p. 1mf. L1 ED 319 247

Achievement Gains
- Higher Achievement and Improvement through Instruction with Computers and Scholarly Transition and Resource Systems Program. OREA Report. 34p. 1mf. L1 ED 319 248

Achievement Tests
- Discriminant Analysis of Variables Related to the Classification of Students with Learning Disabilities: A Field-Based Investigation. 29p. 1mf. L1 ED 319 184
- Recent Trends in Achievement Test Scores: Which Students Are Improving, and on What Levels of Skill Complexity? 30p. 1mf. L1 ED 319 777

Acid Rain
- Air Quality and Pollution. Environmental Studies. 4 Color Transparencies, Reproducibles & Teaching Guide. Grade 3, 4, 5. 29p. 1mf. L2 ED 319 624

Acquired Immune Deficiency Syndrome
- Adolescents and AIDS. ERIC Digest. 4p. 1mf. L1 ED 319 742
- AIDS Education: Gaps in Coverage Still Exist. 14p. 1mf. L1 ED 318 978
- AIDS Education: Programs for Out-of-School Youth Slowly Evolving. 23p. 1mf. L1 ED 318 962
- AIDS: What Young Adults Should Know. Instructor's Guide. Student Guide. Second Edition. 111p. 2mf. L2 ED 319 700
- How To Talk to Your Teens and Children about AIDS = Como hablar con sus adolescentes y sus ninos sobre el SIDA. 25p. 1mf. L1 ED 319 516
- Leadership for AIDS Education. Keys to School Boardsmanship. A Program of Continuing Education for School Board Members. 433p. 5mf. L1 ED 319 111
- Resources for Teaching about the Social Impact of AIDS in Africa. 26p. 1mf. L1 ED 319 656

Action Research
- Toward Collegial Inquiry: Is There More to Clinical Supervision Than the Improvement of Practice? 30p. 1mf. L1 ED 319 724

Adaptive Testing
- Dichotomous Search Strategies for Computerized Adaptive Testing. 21p. 1mf. L1 ED 319 749
- Investigating Differences in Mean Score on Adaptive and Paper and Pencil Versions of the College Level Academic Skills Reading Test. 12p. 1mf. L1 ED 319 791
- Measuring Task Proficiency with Tailored Response Testing. 6p. 1mf. L1 ED 319 776

Adjustment (to Environment)
- Designing an Education for Life in Two Worlds: The Founding of the Bureau of Jewish Education of New York City. 34p. 1mf. L1 ED 319 830
- Immigrant and Refugee Tutoring Programs: A D.C. Schools Project Handbook. "Tutoring and Befriending." 200p. 3mf. L1 ED 319 868
- Strangers From a Different Shore. A History of Asian Americans. 570p. mf. L3 ED 319 839

Administration
- Management of Information Services. Reports and Papers of a Training Course (Arusha, Tanzania, April 11-22, 1988). 146p. 2mf. L1 ED 319 411

Administrative Organization
- Culture, Gender and Education in Rural Development with Special Emphasis on Ethiopia. 16p. 1mf. L1 ED 319 480
- Hearing on GAO Report on OSERS' Management. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives. One Hundred First Congress, First Session. 124p. 2mf. L1 ED 319 106
- Improving College Management. An Integrated Systems Approach. 594p. mf. L3 ED 319 282
- Old Problems and New Responsibilities for University System Heads. Monograph Series, Number 1. 13p. 1mf. L1 ED 319 283
- Organizational Structure and Design in Higher Education: A Literature Review of Organizational Structures in Higher Education with a Focus on the Co-Existence of Academic and Non-Academic Structures. 20p. 1mf. L1 ED 319 354
- SHEEO Staffs and Organizations: A Portrait. 124p. 2mf. L1 ED 319 352

Administrator Attitudes
- BIA/Contract School Secondary Administrator: Characteristics and Leadership Style. 21p. 1mf. L2 ED 319 568
- K-8 Principal in 1988: A Ten Year Study. 170p. 2mf. L1 ED 319 134
- Report to Participants in School-Community Relations Survey. 17p. 1mf. L1 ED 319 103
- State Priorities in Higher Education: 1990. 39p. 1mf. L1 ED 319 325
- Status of Articulation between Public Secondary Schools and Public Community Colleges. 30p. 1mf. L1 ED 319 457

Administrator Characteristics
- BIA/Contract School Secondary Administrator: Characteristics and Leadership Style. 21p. 1mf. L2 ED 319 568
- High School Leaders and Their Schools. Volume II: Profiles of Effectiveness. 102p. 2mf. L2 ED 319 139
- K-8 Principal in 1988: A Ten Year Study. 170p. 2mf. L1 ED 319 134

Administrator Education
- NCPEA--UCEA: Converging Missions. 11p. 1mf. L1 ED 319 114
- Preparing Women and Minorities as Rural School Administrators. 20p. 1mf. L2 ED 319 553

Administrator Effectiveness
- Critical Dimensions of Principals' Performance. 14p. 1mf. L1 ED 319 813
- High School Leaders and Their Schools. Volume II: Profiles of Effectiveness. 102p. 2mf. L2 ED 319 139
- Strategic Leadership for Schools: Creating and Sustaining Productive Change. 353p. mf. L3 ED 319 127
- Supervising Instruction: What It Is and How To Do It. 215p. mf. L3 ED 319 136

Administrator Evaluation
- Conceptual Changes and Their Implications for Performance Assessment. Recent Developments in Methodology for Administrator Assessment Centers. 13p. 1mf. L1 ED 319 760
- Guide to the Process of Evaluating School Principals. Monograph No. 2. 43p. 1mf. L1 ED 319 141
- School Principal Selection Practices: Five Case Studies. 168p. 2mf. L1 ED 319 107

Administrator Qualifications
- K-8 Principal in 1988: A Ten Year Study. 170p. 2mf. L1 ED 319 134

Administrator Responsibility
- Alcohol and Other Drugs. A Guide for College Presidents and Governing Boards. 41p. 1mf. L1 ED 319 287
- K-8 Principal in 1988: A Ten Year Study. 170p. 2mf. L1 ED 319 134
- Student v. Union: Colleges at Risk. 6p. 1mf. L1 ED 319 277

Administrator Role
- Instructional Leadership, School Goals, and Student Achievement: Exploring the Relationship between Means and Ends. 48p. 1mf. L1 ED 319 783
- K-8 Principal in 1988: A Ten Year Study. 170p. 2mf. L1 ED 319 134
- Lurking Evil: Racial and Ethnic Conflict on the College Campus. AASCU Issues. 135p. 2mf. L2 ED 319 313
- Old Problems and New Responsibilities for University System Heads. Monograph Series, Number 1. 13p. 1mf. L1 ED 319 283
- Reading Leadership: Strategies for Administrators, Supervisors, and Consultants. 231p. 3mf. L2 ED 318 989
- Supervising Instruction: What It Is and How To Do It. 215p. mf. L3 ED 319 136

Administrator Selection
- School Principal Selection Practices: Five Case Studies. 168p. 2mf. L1 ED 319 107

Administrators
- Administrator Tenure Statutes and Other Legislative Protection of Position. A Legal Memorandum. 6p. 1mf. L2 ED 319 122
- Cleveland Association for the Education of Young Children Salary Survey Report: 1988, 1976, 1979, and 1984. 93p. 1mf. L1 ED 319 474

Admission Criteria
- Early Admission to Kindergarten and First Grade. 8p. 1mf. L1 ED 319 528

Adolescent Literature
- Lesson Plans for Teaching Young Adult Literature. 108p. 2mf. L1 ED 319 063

Adolescents
- Adolescents and AIDS. ERIC Digest. 4p. 1mf. L1 ED 319 742
- AIDS Education: Gaps in Coverage Still Exist. 14p. 1mf. L1 ED 318 978
- Assessment of Attention Deficit Disorder Using a Thematic Apperception Technique. 25p. 1mf. L1 ED 319 793
- Linking Schools & Community Services: A Practical Guide. 74p. 1mf. L1 ED 318 929
- Relaxation Theory for Rural Youth. Research Bulletin No. 46. 48p. 1mf. L1 ED 319 575
- Study of Self-Esteem in Adopted Non-adopted Adolescents. 24p. 1mf. L1 ED 318 940

Adoption
- Ethical Perspectives on the Current Controversy Regarding Openness in Adoption. 17p. 1mf. L1 ED 319 477
- Study of Self-Esteem in Adopted Non-adopted Adolescents. 24p. 1mf. L1 ED 318 940

Adoption (Ideas)
- Formative Experiments on Technologies That Change the Organization of Instruction. 13p. 1mf. L1 ED 319 404
- Initiating and Supporting Curriculum Delivery and Implementation: Review of Relevant Literature. 74p. 1mf. L1 ED 319 121
- Wisconsin's Educational Reform: Patterns of Adoption. 23p. 1mf. L1 ED 319 093

Adult Basic Education
- Pennsylvania Department of Education Honors Outstanding Adult Students in Success Stories, 1990: Rise to the Challenge. 28p. 1mf. L1 ED 318 864

Adult Children
- Adult Children. 9p. 1mf. L1 ED 318 944
- Aging Parents. 12p. 1mf. L1 ED 318 943
- Family Caregivers. 18p. 1mf. L1 ED 318 946

Adult Education
- World Trends and Issues in Adult Education. Educational Science Series? 177p. mf. L3 ED 318 852

Adult Foster Care
- Living in the Community: A Comparative Study of Foster Homes and Small Group Homes for People with Mental Retardation. Project Report 28. 215p. 3mf. L1 ED 319 199

Adult Learning
- Improving Schools from Within: Teachers, Parents, and Principals Can Make the Difference. 190p. mf. L3 ED 319 126

Adult Literacy
- NCELTR Literacy Project. 9p. 1mf. L1 ED 319 267
- Older Worker Readiness Project. Job Preparation Centers for Individuals 55 and Over. 34p. 1mf. L1 ED 318 886
- Pennsylvania Department of Education Honors Outstanding Adult Students in Success Stories, 1990: Rise to the Challenge. 28p. 1mf. L1 ED 318 864
- 1990 International Literacy Year--An Introduction: International Literacy Year Paper No. 1 and Policy Directions for the International Literacy Year Program: International Literacy Year Paper No. 2. 29p. 1mf. L1 ED 318 854

Adult Programs
- 1990 International Literacy Year--An Introduction: International Literacy Year Paper No. 1 and Policy Directions for the International Literacy Year Program: International Literacy Year Paper No. 2. 29p. 1mf. L1 ED 318 854

Adult Students
- Empowering the Nontraditional Student through Adult-Specific Programming. 11p. 1mf. L1 ED 319 455
- Perceptions of Adult Men and Women Students in Higher Education. 23p. 1mf. L1 ED 319 348
- Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #4. 119p. 2mf. L1 ED 319 302

Adults
- Developing Literacy in Children and Adults: Are There Differences? 12p. 1mf. L1 ED 319 008
- Sibling Relationships in Adulthood. 11p. 1mf. L1 ED 318 953

Advanced Courses
- Survey of AASCU Institutions: Compliance with Selected NCATE Standards at the Advanced Level. 28p. 1mf. L1 ED 319 694

Advertising
- Listen to the Cheerios: The ABC's of a Culture Course. 9p. 1mf. L1 ED 319 237

Advisory Committees
- Annual Report to Membership, 1987. The President's Committee on Employment of the Handicapped. 38p. 1mf. L1 ED 319 164
- Annual Report 1987-1988. The President's Committee on Employment of the Handicapped. 30p. 1mf. L1 ED 319 165
- Essential Role of In-service Programs in Education: Empowerment and Participation. 9p. 1mf. L1 ED 319 699
- Fiscal Year 1988 Report. The President's Committee on Employment of People with Disabilities. 13p. 1mf. L1 ED 319 166

Aerospace Education
- Flight. Science Series Grades 4, 5, 6. 37p. 1mf. L2 ED 319 622

Aesthetic Education
- Proceedings of the Annual Conference of the Midwest Philosophy of Education Society (Chicago, Illinois, November 13-14, 1987 and November 11-12, 1988). 233p. 3mf. L1 ED 319 670

Aesthetic Values
- Early Child Care and Education, Italian Style: The Reggio Emilia Daycare and Preschool Program. 19p. 1mf. L1 ED 319 483
- New Communication Media Technologies: Perceptual, Cognitive and Aesthetic Effects. 17p. 1mf. L1 ED 319 091

Affective Behavior
- Conflict and Attachment: The Experience of Disorganized/Controlling Children. 15p. 1mf. L1 ED 319 496
- Control as a Moderator of Children's Responses to Angry Interactions. 25p. 1mf. L1 ED 319 526
- Effect of Enthusiastic Teaching on the Listening Comprehension of Kindergarten Children. 73p. 1mf. L1 ED 319 514

Affirmative Action
- Increasing Female Enrollment in Industrial Education. 6p. 1mf. L1 ED 318 879
- Preparing Women and Minorities as Rural School Administrators. 20p. 1mf. L2 ED 319 553

Affixes
- Development of Affixes in Urdu: A Case Study. 27p. 1mf. L1 ED 319 238

Africa
- Resources for Teaching about the Social Impact of AIDS in Africa. 26p. 1mf. L1 ED 319 656

Africa (East)
- Educating Handicapped Young People in Eastern and Southern Africa in 1981-83. 157p. 2mf. L2 ED 319 218

Africa (South)
- Educating Handicapped Young People in Eastern and Southern Africa in 1981-83. 157p. 2mf. L2 ED 319 218

African Culture
- Cultural Literacy and African Education. 36p. 1mf. L1 ED 319 663

Age Bias
- Mitigating the Effects of Negative Stereotyping of Aging and the Elderly in Primary Grade Reading Instruction. 19p. 1mf. L1 ED 319 015

Age Differences
- Does Academic Performance Feedback Affect Children's Self-Esteem? 16p. 1mf. L1 ED 318 925
- Gender, Teaching Methods and ACT Scores. 16p. 1mf. L1 ED 318 964
- Knocking on Kindergarten's Door: Who Gets In? Who's Kept Out? 26p. 1mf. L1 ED 319 539
- Using Readiness Tests To Route Kindergarten Students: The Snarled Intersection of Psychometrics, Policy, and Practice. 46p. 1mf. L1 ED 319 540

Agency Cooperation
- "Survey of Agency Services to Persons Who Have Severe Disabilities." Results of the Survey. 20p. 1mf. L1 ED 319 175
- Current Practices: Future Directions. Outreach Meeting Report (3rd, Portland, Oregon, May 3, 1989). 15p. 1mf. L1 ED 319 551
- Family Support: Education and Involvement. A Guide for State Action. 71p. 1mf. L2 ED 319 112
- Linking Schools & Community Services: A Practical Guide. 74p. 1mf. L1 ED 318 929
- Study of Distance Education Policies in State Education Agencies. 35p. 1mf. L1 ED 319 402

Aging (Individuals)
- Adult Children. 9p. 1mf. L1 ED 318 944
- Aging and Old Age in Ghana. 26p. 1mf. L1 ED 318 932
- Aging Parents. 12p. 1mf. L1 ED 318 943
- Dementia and Alzheimer's Disease in the Elderly. 20p. 1mf. L1 ED 318 945
- Discussions about Aging: Sweden and the United States. 73p. 1mf. L1 ED 318 850
- Family Caregivers. 18p. 1mf. L1 ED 318 946
- Family Support Networks. 8p. 1mf. L1 ED 318 947
- Grandparenting. 10p. 1mf. L1 ED 318 948
- Humor in Later Life. 8p. 1mf. L1 ED 318 949
- Living Arrangements in Later Life. 16p. 1mf. L1 ED 318 951
- Report on the United Nations World Assembly on Aging. Based on a Follow-Up Conference (Tampa, Florida, December 7, 1983). 45p. 1mf. L1 ED 318 841
- Sibling Relationships in Adulthood. 11p. 1mf. L1 ED 318 953

Aging Education
- Chinese Perspectives on Aging in the People's Republic of China. 50p. 1mf. L1 ED 318 848

Agribusiness
- Occupational Competencies. A Study of the Vocational-Technical Education Needs of the Agribusiness and Chemistry-Based Technology Industries. 46p. 1mf. L1 ED 318 861

AGRICOLA
- International Rural Youth Issues: 1979-April 1988. Quick Bibliography Series. 17p. 1mf. L1 ED 319 562

Agricultural Education
- Future Farmers of America--A Profile of Chapters and Advisors. 25p. 1mf. L1 ED 318 921

Aid to Families with Dependent Children
- Making JOBS Work. What the Research Says about Effective Employment Programs for AFDC Recipients. 103p. 2mf. L2 ED 319 843

Air Pollution
- Air Quality and Pollution. Environmental Studies. 4 Color Transparencies, Reproducibles & Teaching Guide. Grade 3, 4, 5. 29p. 1mf. L2 ED 319 624

Alaska
Special Report on the Alaska Commission on Postsecondary Education--Collection of Defaulted Student Loans.
25p. 1mf. L1 ED 319 281

Alaska Natives
Substance Abuse and the American Indian.
64p. 1mf. L1 ED 319 563

Alberta
Imagery, Language, LOGO and Curriculum.
28p. 1mf. L1 ED 319 508
Initiating and Supporting Curriculum Delivery and Implementation: Review of Relevant Literature.
74p. 1mf. L1 ED 319 121
Integrated Occupational Program, Grades 8 and 9 Social Studies: Teacher Resource Manual. Interim.
235p. 3mf. L1 ED 319 646
Junior High Social Studies: Teacher Resource Manual.
217p. 3mf. L1 ED 319 647
Social Studies 20 and Social Studies 23. Interim Teacher Resource Manual.
215p. 3mf. L1 ED 319 645

Alcohol Abuse
Alcohol and Other Drugs. A Guide for College Presidents and Governing Boards.
41p. 1mf. L1 ED 319 287
IMPACT: An Early Intervention Demonstration Project. Abbreviated Version.
21p. 1mf. L1 ED 318 954

Alcoholism
Substance Abuse and the American Indian.
64p. 1mf. L1 ED 319 563

Algebra
Validity of Alternative Measurement Procedures for Assessing Mathematical Problem-Solving Processes and Performance.
35p. 1mf. L1 ED 319 781

Algorithms
Estimate of Difficulty and Dimensional Strengths of Test Items That Measure More Than One Ability.
20p. 1mf. L1 ED 319 750

Allied Health Occupations
Montgomery GI Bill. Hearings before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, One Hundred First Congress, First Session (September 14 and 21, 1989).
473p. 5mf. L1 ED 318 895

Alternative Teacher Certification
Emerging Collaborative Roles and New Team Approaches in Models of Support for Beginning Teachers in Southern New Jersey.
9p. 1mf. L1 ED 319 680

Alzheimers Disease
Dementia and Alzheimer's Disease in the Elderly.
20p. 1mf. L1 ED 318 945

American Association for Advancement of Sci
Current State Science Assessments: Is Something Better Than Nothing?
30p. 1mf. L1 ED 319 763

American Indian Culture
Native American Curriculum: Primary, Intermediate, Junior High, High School.
184p. 2mf. L1 ED 319 548
Navajo Educational Values and Facility Design.
49p. 1mf. L1 ED 319 547

American Indian Education
BIA/Contract School Secondary Administrator: Characteristics and Leadership Style.
21p. 1mf. L2 ED 319 568
Educational Neglect: Reform Reports and the Schooling of American Indians.
37p. 1mf. L1 ED 319 555
Indian Educational Technical Amendments Act of 1985. Report To Accompany H.R. 2908. House of Representatives, 99th Congress, 1st Session.
21p. 1mf. L1 ED 319 556
Navajo Educational Values and Facility Design.
49p. 1mf. L1 ED 319 547
New Mexico's Policy on Indian Education. A Report on the Development of New Mexico's Policy on Indian Education.
32p. 1mf. L1 ED 319 564
Special Education: Estimates of Handicapped Indian Preschoolers and Sufficiency of Services. Briefing Report to Congressional Requesters.
69p. 1mf. L1 ED 319 178
Supporting Emergent Literacy among Young American Indian Students.
3p. 1mf. L1 ED 319 581

American Indian History
Native American Curriculum: Primary, Intermediate, Junior High, High School.
184p. 2mf. L1 ED 319 548
Pigeon Roost Massacre: Its Cause and Impact and Pigeon Roost Massacre Lesson Plans.
64p. 1mf. L1 ED 319 649

American Indian Literature
Native American Curriculum: Primary, Intermediate, Junior High, High School.
184p. 2mf. L1 ED 319 548

American Indians
BIA/Contract School Secondary Administrator: Characteristics and Leadership Style.
21p. 1mf. L2 ED 319 568
Substance Abuse and the American Indian.
64p. 1mf. L1 ED 319 563

Analogical Reasoning
Historical Shifts in the Use of Analogy in Science. Technical Report No. 498.
36p. 1mf. L1 ED 318 987

Analogy
Historical Shifts in the Use of Analogy in Science. Technical Report No. 498.
36p. 1mf. L1 ED 318 987

Analysis of Variance
Summarizing Monte Carlo Results in Methodological Research: The Oneway Fixed-Effects ANOVA Case.
30p. 1mf. L1 ED 319 774

Anatomy
Living Anatomy. Second Edition.
231p. mf. L3 ED 319 741

Anchored Instruction
Effects of Videodisc Macrocontexts on Comprehension and Composition of Causally Coherent Stories.
29p. 1mf. L1 ED 318 998

Ancillary School Services
Here's Looking at You. The Decade Reviewed.
9p. 1mf. L1 ED 319 284
Linking Schools with Human Service Agencies. ERIC/CUE Digest No. 62.
4p. 1mf. L1 ED 319 877

Anger
Adult Experience of Anger: Implications for Research on Children.
16p. 1mf. L1 ED 319 524
Control as a Moderator of Children's Responses to Angry Interactions.
25p. 1mf. L1 ED 319 526

Animal Husbandry
Horse Training and Management: Program of Excellence.
13p. 1mf. L1 ED 319 471

Animals
Pets and the Elderly.
13p. 1mf. L1 ED 318 952

Annotated Bibliographies
Readings about Children and Youth with Learning Disabilities. ERIC MiniBib #E465.
3p. 1mf. L1 ED 319 179

Antifederalists
Citizen Participation and Effective Political Parties: Mutual Exclusivity or Necessary Interdependence?
33p. 1mf. L1 ED 319 658

Anxiety
Comparing Computer-Related Stress to Computerphobia.
9p. 1mf. L1 ED 318 986
Relaxation Theory for Rural Youth. Research Bulletin No. 46.
48p. 1mf. L1 ED 319 575

Aphasia
Aphasia Rehabilitation in Asia and the Pacific Region: Japan, China, India, Australia and New Zealand. Monograph #45.
90p. 1mf. L1 ED 319 225

Appliance Repair
Major Appliance Repair. Teacher Edition.
662p. 7mf. L2 ED 318 920

Apprenticeships
Student Guide for Vocational Planning.
28p. 1mf. L1 ED 318 863

Appropriation
Formative Experiments on Technologies That Change the Organization of Instruction.
13p. 1mf. L1 ED 319 404

Archives
Information Sources on Scientific Research Related to the Preservation of Books, Paper, and Adhesives. Directory.
31p. 1mf. L1 ED 319 405

Arkansas
Language Arts Grade 6, Item Specificaitons. Minimum Performance Test.
31p. 1mf. L1 ED 319 043
Language Arts Grade 8, Item Specifications. Minimum Performance Test.
42p. 1mf. L1 ED 319 044
Reading Grade 6, Item Specifications. Minimum Performance Test.
43p. 1mf. L1 ED 318 999
Reading Grade 8, Item Specifications. Minimum Performance Test.
40p. 1mf. L1 ED 319 000

Art Activities
Celebrating Diversity: An Investigation of the Teacher Training Program of the Centre for Cultural Resources and Training.
15p. 1mf. L2 ED 319 643

Articulation (Education)
Annual Report of the Intersegmental Coordinating Council to the California Education Round Table.
72p. 1mf. L1 ED 319 463
California's Limited English Language Students: An Intersegmental Agenda. A Report to the Intersegmental Coordinating Council from the Curriculum and Assessment Cluster Committee.
17p. 1mf. L1 ED 319 454
Directory of Colleges and Universities Granting Credits for Attainment of Rating as Certified Professional Secretary.
13p. 1mf. L1 ED 318 909
Handbook of California Articulation Policies and Procedures, 1989.
82p. 1mf. L1 ED 319 460
Pennsylvania Council on Vocational Education 20th Annual Report.
48p. 1mf. L1 ED 318 883
Status of Articulation between Public Secondary Schools and Public Community Colleges.
30p. 1mf. L1 ED 319 457
Transfer of Credit Study (Discussion Item).
7p. 1mf. L1 ED 319 430

Asia
Content of General Education in Relation to Occupational Training. Country Experiences.
72p. 1mf. L2 ED 318 884

Asia Pacific Region
Sharing Innovative Strategies for Self-Learning Materials. A Monograph.
65p. 1mf. L2 ED 318 885

Asian American Students
High School Dropouts among Foreign-Born Whites, Hispanics, and Asians.
37p. 1mf. L2 ED 319 827

Asian Americans
Asian-American Communications In-School Staff and Parent Workshops 1988-89. OREA Evaluation Section Report.
20p. 1mf. L1 ED 319 850
Gender Differences in Educational Attainment among Asian Americans in the High-School-and-Beyond Senior-Cohort Third Follow-Up Survey.
18p. 1mf. L1 ED 319 844
Strangers From a Different Shore. A History of Asian Americans.
570p. mf. L3 ED 319 839

Aspiration
Helping Minority High School Students Redefine their Self-Image through Culturally Sensitive Instruction.
18p. 1mf. L1 ED 319 831

Assessed Valuation
Property Taxation. National Education Association Search.
21p. 1mf. L1 ED 319 098
Understanding State School Finance Formulas. National Education Association Search.
27p. 1mf. L1 ED 319 101

Assignments
Activities as Instructional Tools: A Framework for Analysis and Evaluation. Occasional Paper 132.
42p. 1mf. L1 ED 319 733

Assistive Devices (for Disabled)
Assistive Technology Resource Directory.
73p. 1mf. L1 ED 319 191
Technology with Low Incidence Populations: Promoting Access to Education and Learning.
50p. 1mf. L1 ED 319 190

Associate Degrees
Retention and Attrition of Declared Part-Time Associate Freshmen. Discussion and Decision Items.
37p. 1mf. L1 ED 319 431

Astronomy
Exploring the Universe. Science Series Grades 4, 5, 6.
38p. 1mf. L2 ED 319 623

At Risk Persons
AIDS Education: Gaps in Coverage Still Exist.
14p. 1mf. L1 ED 318 978

Athletes
Attitudes of Residence Hall Students toward Student-Athletes: Implications for Advising, Training and Programming. Research Report #19-89.
22p. 1mf. L1 ED 319 321

Athletics
Clinical Experiences in Athletic Training.
102p. mf. L3 ED 319 730
Instructional Design for Teaching Physical Activities: A Knowledge Structures Approach.
298p. mf. L3 ED 319 729

Attachment Behavior
Conflict and Attachment: The Experience of Disorganized/Controlling Children.
15p. 1mf. L1 ED 319 496

Attendance
Intrinsic Motivation, Self-Perception, and Their Effects on Black Urban Elementary Students.
58p. 1mf. L1 ED 319 864

Attendance Patterns
College Attendance Patterns of Rural Youth: Results from Iowa's Class of 1983. One in a Series of Reports in NCREL's Rural Education Program.
52p. 1mf. L1 ED 319 557

Attention
Attention to Language in Day Care Attending Children: A Mediating Factor in the Developmental Effects of Otitis Media.
15p. 1mf. L1 ED 319 511

Attention Deficit Disorders
Assessment of Attention Deficit Disorder Using a Thematic Apperception Technique.
25p. 1mf. L1 ED 319 793

Attitude Measures
Measuring Procrastination Attitudinally and Behaviorally.
12p. 1mf. L1 ED 319 792

Attitudes
How University Professors Perceive the Profits Associated with Collaboration with External Funding Sources.
41p. 1mf. L1 ED 319 331

Attribution Theory
Attributions or Retributions: Student Ratings and the Perceived Causes of Performance.
69p. 1mf. L1 ED 319 764

Audience Analysis
Reading Meta-Television: A New Model for Reader-Response Criticism.
25p. 1mf. L1 ED 319 084

Audiolingual Methods
Code-Cognition Approaches to Language Learning.
11p. 1mf. L1 ED 319 234

Audiotape Recordings
Cassette Books.
422p. 5mf. L1 ED 319 210
From Slates to Satellites. Report on Open Learning with New Technologies for Rural Communities.
43p. 1mf. L1 ED 319 396

Audiovisual Aids
Bibliography of the Use of Video-Cassettes as a Teaching Medium in Higher Education.
59p. 1mf. L1 ED 319 395

Auditory Perception
Contributions of Fundamental Frequency, Formant Spacing, and Glottal Waveform to Talker Identification. Research on Speech Perception. Technical Report No. 5.
160p. 2mf. L1 ED 319 090

Austin College TX
Collaboratively Supervised Teaching Internship: Implications for Future Supervision.
33p. 1mf. L1 ED 319 739

Australia
Content of General Education in Relation to Occupational Training. Country Experiences.
72p. 1mf. L2 ED 318 884
Distance Education, Efficiency and Scientific Management: Some Doubts. ESTR Occasional Paper Number 12.
24p. 1mf. L1 ED 318 911
Evaluating Recreation Programmes with Disabled Participants.
7p. 1mf. L1 ED 319 714
From School to Higher Education in Australia.
48p. 1mf. L1 ED 319 323
Rethinking Daily Physical Education.
10p. 1mf. L1 ED 319 687
Teachers' Degree of Satisfaction Concerning the Implementation of an Inquiry-Oriented Secondary Biology Course.
25p. 1mf. L1 ED 319 607
Teaching about Australia. ERIC Digest.
4p. 1mf. L1 ED 319 651
1990 International Literacy Year--An Introduction: International Literacy Year Paper No. 1 and Policy Directions for the International Literacy Year Program: International Literacy Year Paper No. 2.
29p. 1mf. L1 ED 318 854

Authoring Aids (Programing)
Coding Language vs. Authoring System: To Code or Author--That Is the Question.
15p. 1mf. L1 ED 319 468

Authoritarianism
Pupil Control in the School Climate.
36p. 1mf. L1 ED 319 692

Authors
Participation in the "Journal of College Student Development" as Authors and Editorial Board Members: A Gender Study.
6p. 1mf. L1 ED 318 980

Autism
Model for Integrating Children with Challenging Behaviors.
8p. 1mf. L1 ED 319 162

Auto Mechanics
Automotive Electronics. Teacher Edition (Revised).
412p. 5mf. L2 ED 318 916
Diesel Electrical Systems. Teacher Edition (Revised).
414p. 5mf. L2 ED 318 917
Diesel Fuel Systems. Teacner Edition (Revised).
312p. 4mf. L2 ED 318 918
Diesel Fundamentals. Teacher Edition (Revised).
1055p. 11mf. L2 ED 318 922

Aviation Technology
Flight. Science Series Grades 4, 5, 6.
37p. 1mf. L2 ED 319 622

Basic Skills
From Basic Skills to Whole Language in Reading Instruction: Can We Get There from Here?
14p. 1mf. L1 ED 319 017
Integrating Skills into the Teaching of World Civilization.
8p. 1mf. L1 ED 319 453
Job-Related Basic Skills. ERIC Digest No. 94.
3p. 1mf. L1 ED 318 912
Language Arts CCA Basic Skills Curriculum. Instructor's Guide.
100p. 2mf. L2 ED 319 051
Reading Comprehension CCA Basic Skills Curriculum. Instructor's Guide.
213p. 3mf. L2 ED 319 011
School Community Education Program in New York City 1988-89. Volume III. OREA Evaluation Section Report.
109p. 2mf. L1 ED 319 871
Spelling CCA Basic Skills Curriculum. Instructor's Guide.
28p. 1mf. L2 ED 319 010
Summer Academic Skills Enhancement Program. Final Evaluation Report.
37p. 1mf. L1 ED 319 860

Basic Writers
Some Sources of Written Genre Interference in the Work of Basic Writers.
17p. 1mf. L1 ED 319 064

Basic Writing
Growth and Conflict in Basic Writing.
12p. 1mf. L1 ED 319 056
Some Sources of Written Genre Interference in the Work of Basic Writers.
17p. 1mf. L1 ED 319 064

Basketball
Application of Research to the Teaching of Basketball at the Elementary School Level.
36p. 1mf. L1 ED 319 696

Battered Women
Magistrates' Survey. 1988 Follow-Up: Analysis of Results. Report to the Governor's Task Force on Domestic Violence.
27p. 1mf. L1 ED 318 975

Beginning Reading
"I Can Read That": Using Logos in the Early Childhood Classroom.
8p. 1mf. L1 ED 319 535
From Basic Skills to Whole Language in Reading Instruction: Can We Get There from Here?
14p. 1mf. L1 ED 319 017
Portraits of Six Developing Readers in a Whole Language Classroom.
13p. 1mf. L1 ED 318 988
Supporting Emergent Literacy among Young American Indian Students.
3p. 1mf. L1 ED 319 581

Beginning Teacher Induction
Emerging Collaborative Roles and New Team Approaches in Models of Support for Beginning Teachers in Southern New Jersey.
9p. 1mf. L1 ED 319 680

Beginning Teachers
Designing Programs for New Teachers: The California Experience.
127p. 2mf. L1 ED 319 145
Mentor Teacher Internship Program, 1988-89. Evaluation Section Report.
53p. 1mf. L1 ED 319 737
Teacher Knowledge and the Language of Science Teaching.
26p. 1mf. L1 ED 319 613
Videotaped-Based Teacher Tests: Bells, Whistles or Bona Fide Assessment?
10p. 1mf. L1 ED 319 806

Behavior Change
Behavior Modification Project: Reducing and Controlling Calling Out Behaviors.
12p. 1mf. L1 ED 319 171

Behavior Disorders
Evaluatinag Case Study Methods Used To Diagnose Behavior Disorders.
19p. 1mf. L1 ED 319 177
Perceptions: Volume 24, Numbers 1-4, Fall 1988-Summer 1989.
155p. 2mf. L1 ED 319 204

Behavior Modification
Classroom Management.
22p. 1mf. L1 ED 319 683
Effects of Parent Training on the Behavior Problems in the Home of Preschool Handicapped Children.
55p. 1mf. L1 ED 319 216

Behavior Patterns
Measuring Procrastination Attitudinally and Behaviorally.
12p. 1mf. L1 ED 319 792

Behavior Problems
Behavior Modification Project: Reducing and Controlling Calling Out Behaviors.
12p. 1mf. L1 ED 319 171
Effects of Parent Training on the Behavior Problems in the Home of Preschool Handicapped Children.
55p. 1mf. L1 ED 319 216
Predicting Children's Problem Behaviors from the Content of Maternal Demands.
13p. 1mf. L1 ED 319 518
Student Self-Management To Increase On-Task Behavior, Research Brief for Teachers T3.
3p. 1mf. L1 ED 319 227
Troublesome Behaviour in the Classroom. A Teachers' Survival Guide.
171p. mf. L3 ED 319 686

Behavior Rating Scales
Manual for the Work Personality Profile.
43p. 1mf. L1 ED 319 194

Behavior Standards
Disciplinary Differences in Faculty Conformity to the Norms of Science: Are Norms Compensatory Integrating Mechanisms for Professional Fragmentation?
16p. 1mf. L1 ED 319 329

Behavioral Objectives
Activities as Instructional Tools: A Framework for Analysis and Evaluation. Occasional Paper 132.
42p. 1mf. L1 ED 319 733
Career Special Education Framework.
91p. 1mf. L1 ED 319 200

Benin
Bamako Initiative: Primary Health Care Experience. Children in the Tropics: Review of the International Children's Centre.
99p. 2mf. L1 ED 319 533

Bibliographic Databases
Handbook for Local Coordinators: Value-Added, Compact Disk, Union Catalog Test Phase.
38p. 1mf. L1 ED 319 407
Micro-ISIS Training Course: Data Processing Principles and Applications. (Databases for Bibliographic Records and Serials, Training Material and Training Institutions, Addresses, and Registration of Mail).
167p. 2mf. L2 ED 319 398

Biculturalism
Designing an Education for Life in Two Worlds: The Founding of the Bureau of Jewish Education of New York City.
34p. 1mf. L1 ED 319 830

Bilingual Education Programs
Bilingual Academic Services and Integrated Career Systems Program, BASICS 1988-1989. OREA Evaluation Section Report.
28p. 1mf. L1 ED 319 261
Bilingual Children's Project. B.C.P., 1988-89. OREA Report.
23p. 1mf. L1 ED 319 256
Bilingual Specialized Programs in New York City High Schools, 1988-89. OREA Evaluation Section Report.
25p. 1mf. L1 ED 319 262
Career Awareness Program. Project CAP, 1988-89. OREA Report.
29p. 1mf. L1 ED 319 255
Cognitive Academic Learning Approaches through E.S.L. Content Areas with Career Exploration Strategies Program for Bilingual High School Students in New York City. Project CALA, 1988-89. OREA Final Evaluation Report.
33p. 1mf. L1 ED 319 259
Computer-Focused Russian Bilingual Instructional Program, 1988-89. OREA Report.
28p. 1mf. L1 ED 319 254
Eligibility and Programming in Chapter I English as a Second Language (E.S.L.) Programs, 1988-89. OREA Report.
20p. 1mf. L1 ED 319 258
Evaluation Guide for Bilingual Vocational Training.
103p. 2mf. L1 ED 319 244
Higher Achievement and Improvement through Instruction with Computers and Scholarly Transition and Resource Systems Program. OREA Report.
34p. 1mf. L1 ED 319 248
Hispanic Orientation to Life in America. Project HOLA, 1987-88. OREA Report.
28p. 1mf. L1 ED 319 247
Language Development through Holistic Learning (Mathematics, Art, Science, Technology, and Education Resources). Project MASTER, 1988-89. OREA Report.
24p. 1mf. L1 ED 319 253
Making a Difference for the Bilingual Child: How One District Achieved its Goals.
28p. 1mf. L1 ED 319 245
Methodologies of Bilingual Instruction in Literacy Education. Project Mobile, 1988-89. OREA Report.
31p. 1mf. L1 ED 319 252
Program Assistance for Neophytes. Project PAN, 1988-89. OREA Evaluation Section Report.
31p. 1mf. L1 ED 319 263
Project Nuevos Horizontes, 1988-89. OREA Report.
29p. 1mf. L1 ED 319 251
Summer Bilingual Program, 1989. OREA Report.
21p. 1mf. L1 ED 319 250
Two-Way Integrated Bilingual Education.
87p. 1mf. L1 ED 319 859

Bilingual Teachers
Staff Development Workshops for High School Science Teachers of Limited English Proficient Students 1988-89.
21p. 1mf. L1 ED 319 611

Biographies
Women in Colonial and Revolutionary America.
50p. 1mf. L1 ED 319 676

Biological Influences
Foundations of Communication: A Theoretical Approach to Imitation, Intermodality and Suggestion in the Child's Early Communicative Actions. Research Bulletin, Vol. XII:III.
36p. 1mf. L2 ED 319 079

Biology
Detailed Analysis of Misconceptions as a Basis for Developing Remedial Instruction: The Case of Photosynthesis.
18p. 1mf. L1 ED 319 635
Effects of an Innovative Activity-Centered Biology Program on Attitude toward Elementary Teachers.
14p. 1mf. L1 ED 319 612
Teacher Knowledge and the Language of Science Teaching.
26p. 1mf. L1 ED 319 613
Teacher's Portfolio--What Is Necessary and Sufficient? (A High School Biology Unit Plan as an Example.)
31p. 1mf. L1 ED 319 814
Teachers' Degree of Satisfaction Concerning the Implementation of an Inquiry-Oriented Secondary Biology Course.
25p. 1mf. L1 ED 319 607

Black Colleges
Impact of Historically Black Institutions on the Supply of Black Teachers.
9p. 1mf. L1 ED 319 735

Black Dialects
Advantages of Black English.
13p. 1mf. L1 ED 319 235

Black Education
Successful Teaching Strategies: Instruction for Black and Hispanic Students in the California Community Colleges.
52p. 1mf. L1 ED 319 421

Black Employment
Industrial Change and Black Men's Relative Earnings: Final Report.
54p. 1mf. L2 ED 319 861

Black Students
Black Student Experience. Maryland Longitudinal Study Research Highlights. Research Report #15.
22p. 1mf. L1 ED 319 353
Culture and Its Artifacts in Higher Education: Their Impact on the Enrollment and Retention of African-American Students.
49p. 1mf. L1 ED 319 332
Determinants of Smoking Status of Black Urban Adolescents.
8p. 1mf. L1 ED 319 848
Intrinsic Motivation, Self-Perception, and Their Effects on Black Urban Elementary Students.
58p. 1mf. L1 ED 319 864
Retention of African-American Students: The Effects of Institutional Arrangements in Higher Education.
19p. 1mf. L1 ED 319 333
Successful Teaching Strategies: Instruction for Black and Hispanic Students in the California Community Colleges.
52p. 1mf. L1 ED 319 421

Black Teachers
Impact of Historically Black Institutions on the Supply of Black Teachers.
9p. 1mf. L1 ED 319 735

Blacks
Common Destiny: Blacks and American Society.
622p. mf. L3 ED 319 821
Common Destiny: Blacks and American Society. Summary and Conclusions.
48p. 1mf. L1 ED 319 822
Comparison of Mothers' and Children's Reports of Life Stress in the Children's Lives.
14p. 1mf. L1 ED 319 495
Impact of Nutrition on Health and Disease in Blacks and Other Minorities. Proceedings of the Meharry Medical College Annual Nutrition Workshop (1st, Nashville, Tennessee, October 28-30, 1987). Annual Nutrition Workshop Series, Volume 1.
235p. 3mf. L1 ED 319 731
Nutrition and Hypertension in Blacks and Other Minorities. Proceedings of the Meharry Medical College Annual Nutrition Workshop (2nd, Nashville, Tennessee, October 26-28, 1988). Annual Nutrition Workshop Series, Volume II.
225p. 3mf. L1 ED 319 681
Review of Research on School Desegregation's Impact on Elementary and Secondary School Students.
54p. 1mf. L1 ED 319 825
Review of Research on School Desegregation's Impact on Black Americans.
78p. 1mf. L1 ED 319 826
Work Values and Job Satisfaction of Potential Minority Leaders in Community College Settings.
24p. 1mf. L1 ED 319 469

Blindness
Cassette Books.
422p. 5mf. L1 ED 319 210

Blue Collar Occupations
Metropolitan Housing Opportunities for Poor and Working Class Minorities.
56p. 1mf. L2 ED 319 846

Board of Education Policy
School Principal Selection Practices: Five Case Studies.
168p. 2mf. L1 ED 319 107

Board of Education Role
Leadership for AIDS Education. Keys to School Boardsmanship. A Program of Continuing Education for School Board Members.
433p. 5mf. L1 ED 319 111

Boards of Education
Leadership for AIDS Education. Keys to School Boardsmanship. A Program of Continuing Education for School Board Members.
433p. 5mf. L1 ED 319 111

Body Image
Body Image and Self-Esteem in Normal Weight Women.
13p. 1mf. L1 ED 318 983
Examination of the Relationship between Self-Perceived Physical Attractiveness and Social Competence.
26p. 1mf. L1 ED 318 935

Body Weight
Examination of the Relationship between Self-Perceived Physical Attractiveness and Social Competence.
26p. 1mf. L1 ED 318 935

Books
Our Books, Our Wings: Books Nebraskans Read and Treasure.
337p. 4mf. L1 ED 319 055

Boston Public Schools
Controlled Choice in Boston: The First Year.
82p. 1mf. L1 ED 319 858

Brand Names
"I Can Read That": Using Logos in the Early Childhood Classroom. 8p. 1mf. L1 ED 319 535
Brown v Board of Education
Review of Research on School Desegregation's Impact on Elementary and Secondary School Students. 54p. 1mf. L1 ED 319 825
Review of Research on School Desegregation's Impact on Black Americans. 78p. 1mf. L1 ED 319 826
Budgeting
Facts and Fables of State Spending. ISER Fiscal Policy Papers. No. 2. 17p. 1mf. L1 ED 319 559
Here's Looking at You. The Decade Reviewed. 9p. 1mf. L1 ED 319 284
Budgets
Facts and Fables of State Spending. ISER Fiscal Policy Papers. No. 2. 17p. 1mf. L1 ED 319 559
Making Sense of School Budgets: A Citizen's Guide to Local Public Education Spending. 53p. 1mf. L1 ED 319 094
Building Design
From Barrier Free to Safe Environments: The New Zealand Experience. Monograph #44. 110p. 2mf. L1 ED 319 224
Navajo Educational Values and Facility Design. 49p. 1mf. L1 ED 319 547
Built Environment
From Barrier Free to Safe Environments: The New Zealand Experience. Monograph #44. 110p. 2mf. L1 ED 319 224
Bureau Of Indian Affairs Schools
BIA/Contract School Secondary Administrator: Characteristics and Leadership Style. 21p. 1mf. L2 ED 319 568
Bus Transportation
Integrating School Transportation Resources into Coordinated Rural Public Transportation Programs: A Proposal To Increase Access to Community Services for Transportation-Disadvantaged Persons. 21p. 1mf. L1 ED 319 565
Business
Industry/Postsecondary Education Partnership for Faculty Development. 45p. 1mf. L1 ED 319 338
Business Administration
Developments in Entrepreneurship Education at Confederation College of Applied Arts and Technology. 9p. 1mf. L1 ED 319 445
Entrepreneurial Education at the Postsecondary Level. 10p. 1mf. L1 ED 319 444
Business Administration Education
Developments in Entrepreneurship Education at Confederation College of Applied Arts and Technology. 9p. 1mf. L1 ED 319 445
Enhancing Affective and Cognitive Outcomes of Minority Pre-Business Students: A Program Evaluation. 68p. 1mf. L1 ED 319 347
Entrepreneurial Education at the Postsecondary Level. 10p. 1mf. L1 ED 319 444
Integrated Contextual Learning: Situated Learning in the Business Profession. 15p. 1mf. L1 ED 319 330
Teaching Entrepreneurship at the College Level. 9p. 1mf. L1 ED 319 446
Business Communication
Flight to Success: A Collection of Lists Created for Today's Business World. 19p. 1mf. L1 ED 319 088
Winning: A Post-Graduate Course in Succeeding in the Real World. 40p. 1mf. L1 ED 319 089
Business Cycles
Industrial Change and Black Men's Relative Earnings: Final Report. 54p. 1mf. L2 ED 319 861
Business Education
Project Nuevos Horizontes, 1988-89. OREA Report. 29p. 1mf. L1 ED 319 251
Teaching Entrepreneurship at the College Level. 9p. 1mf. L1 ED 319 446
Business Responsibility
Advice to the Private Sector. Report 3. 23p. 1mf. L1 ED 318 873
Business Speech
Flight to Success: A Collection of Lists Created for Today's Business World. 19p. 1mf. L1 ED 319 088
Cable Television
Virginia Telemedia Systems for Administrative, Training and Educational Uses. 65p. 1mf. L1 ED 319 388
Calibration
Students' Predictions of Test Grades: Calibration and Metacognition. 6p. 1mf. L1 ED 319 812
California
AB 1725 Model Accountability System. California Community Colleges. Revised. 32p. 1mf. L1 ED 319 461
Annual Report of the Intersegmental Coordinating Council to the California Education Round Table. 72p. 1mf. L1 ED 319 463
Assessment of Laboratory Skills of Science Teachers via a Multi-Methods Approach. 19p. 1mf. L1 ED 319 762
California Education Summit. Meeting the Challenge, the Schools Respond. Background Papers. 117p. 2mf. L2 ED 319 119
California Education Summit. Meeting the Challenge, the Schools Respond. Final Report (Sacramento, California, December 12-13, 1989). 48p. 1mf. L2 ED 319 120
California Plan for Career-Vocational Education. Part Two: Implementation Strategies. 72p. 1mf. L1 ED 319 448
California's Limited English Language Students: An Intersegmental Agenda. A Report to the Intersegmental Coordinating Council from the Curriculum and Assessment Cluster Committee. 17p. 1mf. L1 ED 319 454
Coordination of Effort among Student Services Programs. A Report. 21p. 1mf. L1 ED 319 462
Cost-Effects Analysis of Year-Round Education Programs. 52p. 1mf. L1 ED 319 771
Handbook of California Articulation Policies and Procedures, 1989. 82p. 1mf. L1 ED 319 460
Hearing on H.R. 3, Early Childhood Education and Development Act. Hearing before the Committee on Education and Labor, House of Representatives. One Hundred First Congress, Second Session (San Francisco, California, January 19, 1990). 173p. 2mf. L1 ED 319 491
Los Rios Transfer Statistics: Fall 1988/Spring 1989 Update. 38p. 1mf. L1 ED 319 442
Successful Teaching Strategies: Instruction for Black and Hispanic Students in the California Community Colleges. 52p. 1mf. L1 ED 319 421
California (Fremont)
Financing Child Care through Local Taxes: One City's Bold Attempt. 45p. 1mf. L1 ED 319 531
California (Redlands)
Family Policy on the Community Level. 21p. 1mf. L1 ED 319 489
California (Santa Clara County)
Child Care Centers as Workplaces. 42p. 1mf. L1 ED 319 530
California Assessment Program
Reading and Written Expression Performance of Ten Asian/Pacific-Islander Ethnic Groups on the Eighth Grade California Assessment Program. 28p. 1mf. L1 ED 319 790
California Federation of Teachers
Teacher Attitudes toward Peer Evaluation: What Shapes Them? 22p. 1mf. L1 ED 319 758
California Local Educational Reform Network
Organizational Culture and Correlates of Effectiveness in California's Dropout Prevention Programs. 25p. 1mf. L1 ED 319 786
California State Bill 65
Organizational Culture and Correlates of Effectiveness in California's Dropout Prevention Programs. 25p. 1mf. L1 ED 319 786
California Teachers Association
Teacher Attitudes toward Peer Evaluation: What Shapes Them? 22p. 1mf. L1 ED 319 758
Campuses
Valuing Diversity on Campus: A Multicultural Approach. College Unions At Work Monograph Series Number 11. 89p. 1mf. L2 ED 319 280
Canada
Canada Connection in American History: A Guide for Teachers. 244p. 3mf. L2 ED 319 638
Canadian Mathematics Education Study Group = Groupe Canadien d'etude en didactique des matematiques. Proceedings of the Annual Meeting (St. Catharines, Ontario, Canada, May 27-31, 1989). 149p. 2mf. L1 ED 319 606
Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education; Volume 16. 271p. 3mf. L2 ED 319 309
Easing the Transition from Secondary School to College. 141p. 2mf. L1 ED 319 439
Employment Equity Act. Annual Report = Loi sur l'equite en matiere d'emploi. Report annuel. 227p. 3mf. L2 ED 319 818
Entrepreneurial Education at the Postsecondary Level. 10p. 1mf. L1 ED 319 444
Success in the Works. A Policy Paper. A Labour Force Development Strategy for Canada = Le Nouveau Mode d'Emploi. Enonce de Politique. Une Strategie de Mise en Valeur de la Main-d'Oeuvre Canadienne. 51p. 1mf. L1 ED 318 900
Success in the Works: A Profile of Canada's Emerging Workforce = Le nouveau mode d'emploi: Profil de la croissance du marche du travail. 71p. 1mf. L2 ED 319 824
Youth. A National Stay-in-School Initiative = Jeunesse. Projet national d'incitation a la poursuite des etudes. 37p. 1mf. L2 ED 319 820
Canadian Studies
Canada Connection in American History: A Guide for Teachers. 244p. 3mf. L2 ED 319 638
Canadians
Snowbirds in the Sun Belt: Older Canadians in Florida. 128p. 2mf. L1 ED 318 842
Capital Outlay (for Fixed Assets)
Capital Outlay: A Critical Concern in Rural Education. ERIC Digest. 3p. 1mf. L1 ED 319 583
Career Awareness
Career Awareness Program. Project CAP, 1988-89. OREA Report. 29p. 1mf. L1 ED 319 255
Implementation Guide for Career Awareness In-School Exploring Program. 51p. 1mf. L1 ED 318 860
School Community Education Program in New York City 1988-89. Volume IV. OREA Evaluation Section Report. 59p. 1mf. L1 ED 319 872
Career Change
Early Employment Experiences of Rural Youth: Early Results from Iowa's Class of 1983. One in a Series of Reports in NCREL's Rural Education Program. 23p. 1mf. L1 ED 319 558
Career Choice
Black Student Experience. Maryland Longitudinal Study Research Highlights. Research Report #15. 22p. 1mf. L1 ED 319 353
Knowing Your Audience: Pre- and Post-Assessment of Preservice Teachers' Attitudes and Perceptions. 22p. 1mf. L1 ED 319 684
Women's Sex-role Self-Concept: A Study of Career Choice and Satisfaction. 33p. 1mf. L1 ED 318 937
Career Counseling
Youth. A National Stay-in-School Initiative = Jeunesse. Projet national d'incitation a la poursuite des etudes. 37p. 1mf. L2 ED 319 820
Career Development
Evaluation of North Carolina's School Career Development Pilot Program: A Report of an Outside Evaluation. 335p. 4mf. L1 ED 319 746
Guide for Planning, Implementing, and Evaluating a Mentoring Program. Hand in Hand: Mentoring Young Women. Book 1. 114p. 2mf. L1 ED 318 971
Ideabook for Mentors. Hand in Hand: Mentoring Young Women. Book 2. 39p. 1mf. L1 ED 318 972
Student Career Journal. Hand in Hand: Mentoring Young Women. Book 3. 61p. 1mf. L1 ED 318 973
Career Education
Bilingual Academic Services and Integrated Career Systems Program, BASICS 1988-1989. OREA Evaluation Section Report. 28p. 1mf. L1 ED 319 261
Career Special Education Framework. 91p. 1mf. L1 ED 319 200
Exploration of Factors Influencing the Career Preferences of Junior High Students. 33p. 1mf. L1 ED 319 632
Program Assistance for Neophytes. Project PAN, 1988-89. OREA Evaluation Section Report. 31p. 1mf. L1 ED 319 263
Rear Guard on the Escalator: The Struggle To Protect the Liberal Arts Core in Higher Education. Occasional Papers, No. 80. 13p. 1mf. L1 ED 319 272
Career Exploration
Bilingual Academic Services and Integrated Career Systems Program, BASICS 1988-1989. OREA Evaluation Section Report. 28p. 1mf. L1 ED 319 261
Cognitive Academic Learning Approaches through E.S.L. Content Areas with Career Exploration Strategies Program for Bilingual High School Students in New York City. Project CALA, 1988-89. OREA Final Evaluation Report. 33p. 1mf. L1 ED 319 259
Implementation Guide for Career Awareness In-School Exploring Program. 51p. 1mf. L1 ED 318 860
Implementing CPVE. Practical Advice on Designing, Operating and Evaluating CPVE. 55p. 1mf. L1 ED 318 897
Career Guidance
Implementation Guide for Career Awareness In-School Exploring Program. 51p. 1mf. L1 ED 318 860
Proceedings for Forum on Integrating Occupational and Academic Education. 28p. 1mf. L1 ED 318 869
Career Planning
Student Guide for Vocational Planning. 28p. 1mf. L1 ED 318 863
Caregivers
Implementation of an Initial Training Program for New Employees in a Profoundly Mentally and Physically Handicapped Children and Adult Residential Facility. 47p. 1mf. L2 ED 319 213
Womanly World of Long Term Care: The Plight of the Long Term Care Worker. Gray Paper. 16p. 1mf. L1 ED 318 902
Carl D Perkins Vocational Education Act 198
America's Hidden Treasure. The Urgent Need To Recognize and Promote the Nation's Vocational-Technical Education System. A Report to the American People. 53p. 1mf. L1 ED 318 898
Perceptions Re: Adequacy and Effectiveness of the JTPA and V.E. Perkins Act Programs in Illinois. Report 23. 26p. 1mf. L1 ED 318 877
Preparing and Maintaining Workers. Report 11. 37p. 1mf. L1 ED 318 875
Serving Economically Depressed Areas. Report 12. 23p. 1mf. L1 ED 318 876
Vocational Education Performance Standards. ERIC Digest No. 96. 3p. 1mf. L1 ED 318 914
CASE Reporting System
CASE: Instructions and Data Specification for Reporting DHHS Obligations to Institutions of Higher Education and Other Nonprofit Organizations. FY 1989. Volume 1. 31p. 1mf. L1 ED 319 288
Case Studies
Bibliography of the Use of Video-Cassettes as a Teaching Medium in Higher Education. 59p. 1mf. L1 ED 319 395
Evaluatinag Case Study Methods Used To Diagnose Behavior Disorders. 19p. 1mf. L1 ED 319 177
Recurring Author: William Shakespeare, a Case Study through Content Analysis. 151p. 2mf. L1 ED 319 042
Cataloging
Management of Information Services. Reports and Papers of a Training Course (Arusha, Tanzania, April 11-22, 1988). 146p. 2mf. L1 ED 319 411
Catholic Schools
Changes in Teacher Attributions of Student Problems Following Consultation. 11p. 1mf. L1 ED 318 981
Year-Round Recruitment and Retention Plan. 60p. 1mf. L1 ED 319 117
Censorship
Right To Read: Censorship in the School Library. ERIC Digest. 4p. 1mf. L1 ED 319 067
Centers for Disease Control GA
AIDS Education: Programs for Out-of-School Youth Slowly Evolving. 23p. 1mf. L1 ED 318 962
Central Office Administrators
Strategic Leadership for Schools: Creating and Sustaining Productive Change. 353p. mf. L3 ED 319 127
Centre for Cultural Resources (India)
Celebrating Diversity: An Investigation of the Teacher Training Program of the Centre for Cultural Resources and Training. 15p. 1mf. L2 ED 319 643
Centre of Entrepreneurship for the Northwes
Developments in Entrepreneurship Education at Confederation College of Applied Arts and Technology. 9p. 1mf. L1 ED 319 445
Certification
Children's Television Act of 1989. Senate Report together with Minority Views of the Senate Committee on Commerce, Science, and Transportation on S. 1992. One Hundred First Congress, First Session. 31p. 1mf. L1 ED 319 519
Directory of Colleges and Universities Granting Credits for Attainment of Rating as Certified Professional Secretary. 13p. 1mf. L1 ED 318 909
Certified Professional Secretary
Directory of Colleges and Universities Granting Credits for Attainment of Rating as Certified Professional Secretary. 13p. 1mf. L1 ED 318 909
Change
The Iowa Family Farm. 33p. 1mf. L1 ED 319 641
China's Student Protest 1989. 8p. 1mf. L1 ED 319 654
Importance of Women's Studies in Today's Curriculum. 31p. 1mf. L1 ED 319 642
Change Strategies
Bibliography of Research Related to Secondary Education. 136p. 2mf. L1 ED 319 147
Evolution of Shared Decision Making in School-Based Management. 7p. 1mf. L1 ED 319 131
Lurking Evil: Racial and Ethnic Conflict on the College Campus. AASCU Issues. 135p. 2mf. L2 ED 319 313
Project Redesign: A Cooperative School Improvement Program Involving Four Rural School Districts and Texas Tech University. 13p. 1mf. L1 ED 319 543
Strategic Leadership for Schools: Creating and Sustaining Productive Change. 353p. mf. L3 ED 319 127
Study to Identify Areas of Relative Strength and Weakness in Support for the Saint Leo College Library Acquisitions Project. 51p. 1mf. L1 ED 319 322
Voices in American Education: Conversations with Patricia Biehl, Derek Bok, Daniel Callahan, Robert Coles, Edwin Dorn, Georgie Anne Geyer, Henry Giroux, Ralph Ketcham, Christopher Lasch, Elizabeth Minnich, Frank Newman, Robert Payton, Douglas Sloan, and Manfred Stanley. 220p. mf. L3 ED 319 137
Chart Essays
Communicating Evaluation Findings: The Use of a Chart Essay. 27p. 1mf. L1 ED 319 798
Charts
Communicating Evaluation Findings: The Use of a Chart Essay. 27p. 1mf. L1 ED 319 798
Chemical Industry
Open Learning for Process Operators. ZIFF Papiere 78. 24p. 1mf. L1 ED 318 891
Chemical Technicians
Occupational Competencies. A Study of the Vocational-Technical Education Needs of the Agribusiness and Chemistry-Based Technology Industries. 46p. 1mf. L1 ED 318 861
Chemistry
Attitudes toward a Simulation Based Chemistry Curriculum for Nursing Students. 8p. 1mf. L1 ED 319 605
Relationship between Students' Learning Strategies and the Change in their Chemical Misunderstandings during a High School Chemistry Course. 25p. 1mf. L1 ED 319 599
Cherry Creek Schools CO
On the Twelfth Day of Testing My District Gave to Me a Useful Testing Strategy. 33p. 1mf. L1 ED 319 751
Chicago Public Schools
June 1989 Grade Retention in Chicago Public Elementary Schools. Monitoring and Researching the Effects of School Reform in Chicago. 45p. 1mf. L1 ED 319 499
Child Caregivers
Child Care Council of Westchester's "Hope for the Homeless." 8p. 1mf. L1 ED 319 507
Child Development, Care and Guidance. Performance Objectives and Criterion-Referenced Test Items. 80p. 1mf. L2 ED 318 857
Cleveland Association for the Education of Young Children Salary Survey Report: 1988, 1976, 1979, and 1984. 93p. 1mf. L1 ED 319 474
Child Development
Child Development, Care and Guidance. Performance Objectives and Criterion-Referenced Test Items. 80p. 1mf. L2 ED 318 857
Development of Children's Writing Awareness and Performance within a Generative/Evaluative Computerized Prompting Framework. 69p. 1mf. L1 ED 319 755
Practical Research in Motor Development/Learning. 13p. 1mf. L1 ED 319 706
Child Health
Maternal and Child Health Research Program: I. Active Projects, 1988. 200p. 3mf. L1 ED 319 188
Nutrition Learning Packages. 177p. 2mf. L2 ED 319 723
Child Language
Development of Affixes in Urdu: A Case Study. 27p. 1mf. L1 ED 319 238
Child Nutrition Act 1966
Characteristics of the National School Lunch and School Breakfast Program Participation. 54p. 1mf. L2 ED 319 847
Child Rearing
Developing and Instituting a Parenting Course for Parents of Children Ages 3 through 14 Years. 56p. 1mf. L1 ED 319 510
Links between Infant Day Care and Family Environment: Care Arrangements and the Role of the Father. 11p. 1mf. L1 ED 319 512
Relationships between Parenting Stress, Marital Stress, and Social Support for Mothers and Fathers. 11p. 1mf. L1 ED 319 515
Report on the Status of Midlife and Older Women in America. Mother's Day Report 1986. 9p. 1mf. L1 ED 318 905
Child Welfare
Caught in the Cross Currents: What's Happened to Children--and People Who Work for Children--in the Ten Years since the International Year of the Child. A Review of NGO/UN Action for Children 1979-1989, Commissioned by the NGO Committee on UNICEF. 71p. 1mf. L1 ED 319 478
Childhood Experiences
Control as a Moderator of Children's Responses to Angry Interactions. 25p. 1mf. L1 ED 319 526
Childhood Needs
Caught in the Cross Currents: What's Happened to Children--and People Who Work for Children--in the Ten Years since the International Year of the Child. A Review of NGO/UN Action for Children 1979-1989, Commissioned by the NGO Committee on UNICEF. 71p. 1mf. L1 ED 319 478
Provision of Children's Services Within Battered Women's Shelters: A Model Children's Program. 85p. 1mf. L1 ED 318 977
Children
Assessment of Attention Deficit Disorder Using a Thematic Apperception Technique. 25p. 1mf. L1 ED 319 793
Developing Literacy in Children and Adults: Are There Differences? 12p. 1mf. L1 ED 319 008
Education of Homeless Children and Youth under the Stewart B. McKinney Homeless Assistance Act. Annual Report. Department of Education Form 1810-0536. 35p. 1mf. L1 ED 319 572
ERIC/EECE Digests Related to the Education and Care of Children from Birth through 12 Years of Age. 72p. 1mf. L1 ED 319 537
Linking Schools & Community Services: A Practical Guide. 74p. 1mf. L1 ED 318 929
Provision of Children's Services Within Battered Women's Shelters: A Model Children's Program. 85p. 1mf. L1 ED 318 977
Study of the Performance of Hearing Impaired Children on the K-ABC. 21p. 1mf. L1 ED 319 785
Childrens Art
Study of Children's Computer-Generated Graphics. 39p. 1mf. L1 ED 319 504
Childrens Games
Lekotek Center. Check This Out Series. 4p. 1mf. L1 ED 319 409
Childrens Libraries
Lekotek Center. Check This Out Series. 4p. 1mf. L1 ED 319 409
Childrens Literature
Shared Book Experience: An Alternative to the Basal Reading Approach. 19p. 1mf. L2 ED 319 018
Childrens Rights
Educating Undocumented Children: A Review of Practices and Policies. A Trends and Issues Paper. 51p. 1mf. L1 ED 319 585
Childrens Television
Children's Television Act of 1989. Senate Report together with Minority Views of the Senate Committee on Commerce, Science, and Transportation on S. 1992. One Hundred First Congress, First Session. 31p. 1mf. L1 ED 319 519
Childrens Writing
Pen Pals: A Beneficial Partnership. 11p. 1mf. L1 ED 319 065
China
China's Student Protest 1989. 8p. 1mf. L1 ED 319 654
Chinese Perspectives on Aging in the People's Republic of China. 50p. 1mf. L1 ED 318 848
Family and Friend Relationships of Only Children: A Study of Adult Population in China. 41p. 1mf. L1 ED 319 487
Chinese People
Comparison of Selected Physical Parameters between American and Chinese Male College Students. 7p. 1mf. L1 ED 319 349
Church Related Colleges
Rear Guard on the Escalator: The Struggle To Protect the Liberal Arts Core in Higher Education. Occasional Papers, No. 80. 13p. 1mf. L1 ED 319 272
Cincinnati Public Schools OH
Assessment of Risk Factors in a Student Population. 10p. 1mf. L1 ED 319 832
Citizen Participation
Citizen Participation and Effective Political Parties: Mutual Exclusivity or Necessary Interdependence? 33p. 1mf. L1 ED 319 658
Making Sense of School Budgets: A Citizen's Guide to Local Public Education Spending. 53p. 1mf. L1 ED 319 094
Racial Equity and Local School Council Elections. Draft. 17p. 1mf. L1 ED 319 834
Citizens Councils
Racial Equity and Local School Council Elections. Draft. 17p. 1mf. L1 ED 319 834
Citizenship Education
Character and Value Education: Teaching Strategies. 107p. 2mf. L1 ED 319 672
Cultural Literacy and African Education. 36p. 1mf. L1 ED 319 663
Democracy: What It Is, How To Teach It. 13p. 1mf. L1 ED 319 650
Citizenship Responsibility
Success for Every Child: The Teachers We Need for the 1990s and Beyond. 34p. 1mf. L1 ED 319 708
Civil Liberties
Ethical Perspectives on the Current Controversy Regarding Openness in Adoption. 17p. 1mf. L1 ED 319 477
Civil Rights
One Nation, Indivisible: The Civil Rights Challenge for the 1990s. 659p. 7mf. L1 ED 319 835
Civil Rights Legislation
Just What the Doctor Should Have Ordered: A Prescription for Sex-Fair School Health Services. 178p. 2mf. L1 ED 319 142
One Nation, Indivisible: The Civil Rights Challenge for the 1990s. 659p. 7mf. L1 ED 319 835
Class Activities
School Bookstore: A Vehicle for the Integration of Learning. 7p. 1mf. L1 ED 319 655
Women in Colonial and Revolutionary America. 50p. 1mf. L1 ED 319 676
Class Organization
Class Scheduling Preferences. 36p. 1mf. L1 ED 319 351
Enriching the Compensatory Education Curriculum for Disadvantaged Students. ERIC/CUE Digest No. 61. 4p. 1mf. L1 ED 319 876
Class Size
Class Size Reduction Policies: Survey Results. 33p. 1mf. L1 ED 319 206
Staff to Student Ratios: Class Size/Caseload. Volumes 1, 2, and 3. 1180p. 13mf. L1 ED 319 205
Classification
DSM-III-R: Professional Implications and Revisions for Mental Health Counselors. 22p. 1mf. L1 ED 318 969
Investigation of Subtypes and Severities of Learning Disabled Adults. 8p. 1mf. L1 ED 319 167
Classroom Communication
Behavior Modification Project: Reducing and Controlling Calling Out Behaviors. 12p. 1mf. L1 ED 319 171
ESL Students in the English/Language Arts Classroom. An Annotated Bibliography for the Regular English/Language Arts Teachers. 13p. 1mf. L1 ED 319 229
Socrates versus the Drill Sergeant: Dimensions of Variation in Preschool Teachers' Discourse. 30p. 1mf. L1 ED 319 534
Value of Ideas: The Immersion Approach to the Development of Thinking. Elementary Subjects Center Series No. 20. 34p. 1mf. L1 ED 319 506
Classroom Environment
Challenges of Formative Testing: Conducting Situated Research in Classrooms. Technical Report No. 48. 7p. 1mf. L2 ED 319 380
Classroom Management. 22p. 1mf. L1 ED 319 683
Educating At-Risk Youth: Practical Tips for Teachers. 39p. 1mf. L1 ED 319 875
Implementing Experiential Based Education in a Rural Setting. 51p. 1mf. L1 ED 319 560
Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #3. 46p. 1mf. L1 ED 319 301
Thought/Reading/Writing Connection: How To Connect. 34p. 1mf. L1 ED 319 012
Classroom Observation Techniques
Teachers on Television. Observing Teachers and Students in Diverse Classroom Settings through the Technology of Television. 499p. 6mf. L2 ED 319 711
Classroom Techniques
Assessment of Laboratory Skills of Science Teachers via a Multi-Methods Approach. 19p. 1mf. L1 ED 319 762
Behavior Modification Project: Reducing and Controlling Calling Out Behaviors. 12p. 1mf. L1 ED 319 171
Classroom Management. 22p. 1mf. L1 ED 319 683
Educating At-Risk Youth: Practical Tips for Teachers. 39p. 1mf. L1 ED 319 875
Emotionally Impaired Elementary Curriculum. 102p. 2mf. L1 ED 319 180
Factors Affecting Use of Computers in Elementary Classrooms: Implications for Preservice and Inservice Education. 29p. 1mf. L1 ED 319 356
Mentor Teacher Role: Owner's Manual. Fifth Edition. 148p. mf. L3 ED 319 722
Socrates versus the Drill Sergeant: Dimensions of Variation in Preschool Teachers' Discourse. 30p. 1mf. L1 ED 319 534
Toward a Model of Expert Teachers' Knowledge Structures: The Identification of Common Features across Studies. 37p. 1mf. L1 ED 319 718
Troublesome Behaviour in the Classroom. A Teachers' Survival Guide. 171p. mf. L3 ED 319 686
Velveteen Rabbit "Gaets Scke": Fostering Emergent Literacy. 20p. 1mf. L1 ED 319 538
Clerical Occupations
Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #2. 90p. 1mf. L1 ED 319 300

Clerical Workers
Relationship between Quality of Work Life and Job Satisfaction: A Study of the Nation's Municipal Clerks.
20p. 1mf. L1 ED 318 939

Clinical Supervision (of Teachers)
Toward Collegial Inquiry: Is There More to Clinical Supervision Than the Improvement of Practice?
30p. 1mf. L1 ED 319 724

Closed Circuit Television
Teachers on Television. Observing Teachers and Students in Diverse Classroom Settings through the Technology of Television.
499p. 6mf. L2 ED 319 711

Cloze Procedure
Use of the Cloze Procedure To Measure Reading Comprehension and Language Ability of the Deaf.
89p. 1mf. L2 ED 319 185

Cognitive Code Learning Theory
Code-Cognition Approaches to Language Learning.
11p. 1mf. L1 ED 319 234

Cognitive Development
Breaking New Ground: Teaching Skills of Intelligence. Lethbridge Catholic Separate School District No. 9.
233p. 3mf. L1 ED 319 682
Detailed Analysis of Misconceptions as a Basis for Developing Remedial Instruction: The Case of Photosynthesis.
18p. 1mf. L1 ED 319 635
Enriching the Compensatory Education Curriculum for Disadvantaged Students. ERIC/CUE Digest No. 61.
4p. 1mf. L1 ED 319 876
Research in Science Education, Volume 17. Selections of Refereed Papers from the Annual Conference of the Australian Science Education Research Association (18th, Wagga Wagga, New South Wales, Australia, July 1987).
270p. 3mf. L1 ED 319 587
Role of Parental Attitudes and the Quality of the Home Learning Environment in the Mental Development of Prematurely Born Children.
18p. 1mf. L1 ED 319 217
Staff Development for Higher Order Thinking: A Synthesis of Practical Wisdom.
26p. 1mf. L1 ED 319 728

Cognitive Dissonance
Cognitive Conflict and Cooperative Learning.
13p. 1mf. L1 ED 319 598

Cognitive Dumping Hypothesis
Recall of Information Separating Two Inconsistent Propositions: An Experimental Test of the "Cognitive Dumping" Hypothesis.
13p. 1mf. L1 ED 319 004

Cognitive Processes
Cognitive Education Bibliography.
43p. 1mf. L1 ED 319 727
Designing INQUIRE. Technical Report No. 50.
17p. 1mf. L1 ED 319 393
Gender Schematization and Gender Scripts: Sometimes a Little Knowledge Can Be Dangerous.
34p. 1mf. L1 ED 319 473
Logo Programming and Problem Solving. Technical Report No. 12.
10p. 1mf. L1 ED 319 371
New Communication Media Technologies: Perceptual, Cognitive and Aesthetic Effects.
17p. 1mf. L1 ED 319 091
Task Analyses of Critical Evaluations of Quantitative Arguments: First Steps in Critical Interpretation of Graphically Presented Data.
23p. 1mf. L1 ED 319 604
Value of Ideas: The Immersion Approach to the Development of Thinking. Elementary Subjects Center Series No. 20.
34p. 1mf. L1 ED 319 506
What One Intelligence Test Measures: A Theoretical Account of the Processing in the Raven Progressive Matrices Test.
79p. 1mf. L1 ED 319 811

Cognitive Style
Examination of the Relationship between Critical Thinking and Academic Success on a University Campus.
30p. 1mf. L1 ED 318 936

Cognitive Tests
Development of a New Simultaneous Processing Scale.
16p. 1mf. L1 ED 319 770

Collaborative Learning
Discourse Analysis of Collaborative Groups: Exploring the Role of Gender in Conversation.
44p. 1mf. L1 ED 319 049

Collaborative Writing
Collaborative Writing in a Second Grade Classroom.
16p. 1mf. L1 ED 319 069

Collaboratives
Collaborative Intervention Approaches for At-Risk Youth: The Pittsburgh Experience.
28p. 1mf. L1 ED 319 816
Immigrant and Refugee Tutoring Programs: A D.C. Schools Project Handbook. "Tutoring and Befriending."
200p. 3mf. L1 ED 319 868
Linking Schools with Human Service Agencies. ERIC/CUE Digest No. 62.
4p. 1mf. L1 ED 319 877
Mobilizing Resources to Better Serve Children At-Risk. Bulletin No. 0067.
124p. 2mf. L1 ED 319 865
Shared Visions, Double Vision, and Changing Perspectives: A College/School Parent Participation Program.
33p. 1mf. L1 ED 319 833

Collective Bargaining
Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education; Volume 16.
271p. 3mf. L2 ED 319 309
Unionization among College Faculty--1990.
13p. 1mf. L2 ED 319 310

College Administration
Dual Career Couples in the University: Policies and Problems.
25p. 1mf. L1 ED 318 938
Graduate Student Concerns: A Study of a College of Education.
35p. 1mf. L1 ED 319 345
History of Higher Education Annual, Volume 8, 1988.
128p. 2mf. L1 ED 319 273
Improving College Management. An Integrated Systems Approach.
594p. mf. L3 ED 319 282
Old Problems and New Responsibilities for University System Heads. Monograph Series, Number 1.
13p. 1mf. L1 ED 319 283

College Assistance Migrant Program
Directory of Programs: High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP).
21p. 1mf. L1 ED 319 545

College Attendance
College Attendance Patterns of Rural Youth: Results from Iowa's Class of 1983. One in a Series of Reports in NCREL's Rural Education Program.
52p. 1mf. L1 ED 319 557
Directory of Programs: High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP).
21p. 1mf. L1 ED 319 545
From School to Higher Education in Australia.
48p. 1mf. L1 ED 319 323
Los Rios Community College District Office of Planning and Research Student Persistence Study.
35p. 1mf. L1 ED 319 441

College Bound Students
Easing the Transition from Secondary School to College.
141p. 2mf. L1 ED 319 439
On Becoming an Institution of First Choice.
33p. 1mf. L1 ED 319 464
Reliability and Validity of Multiple-Choice Examinations as a Function of the Number of Options per Item and Student Ability.
37p. 1mf. L1 ED 319 795

College Curriculum
Non-Credit Instructional Activities January 1, 1989 through June 30, 1989 with Trend Information from 1983.
582p. 7mf. L1 ED 319 326
Science Preparation of Elementary Teachers.
19p. 1mf. L1 ED 319 602

College English
Analysis of History Course Success Based on English Eligibility.
8p. 1mf. L1 ED 319 450
CCCC: Bibliography of Composition and Rhetoric, 1987.
192p. mf. L3 ED 319 054

College Entrance Examinations
How Accurate Are SAT Race Results?
9p. 1mf. L1 ED 319 807
Investigating Differences in Mean Score on Adaptive and Paper and Pencil Versions of the College Level Academic Skills Reading Test.
12p. 1mf. L1 ED 319 791
SAT Preparation: Selected Resources.
46p. 1mf. L1 ED 319 809
Spatial Visualization Test for Selecting Engineering Students.
10p. 1mf. L1 ED 319 767
Tests on the Pathway to a Health Career.
59p. 1mf. L1 ED 319 305

College Environment
Easing the Transition from Secondary School to College.
141p. 2mf. L1 ED 319 439
In Search of Community.
16p. 1mf. L1 ED 319 276
Retention of African-American Students: The Effects of Institutional Arrangements in Higher Education.
19p. 1mf. L1 ED 319 333

College Faculty
Annual Report on the Economic Status of the Profession, 1989-90.
97p. 2mf. L1 ED 319 292
College Faculty Attitudes toward Merit Pay.
18p. 1mf. L1 ED 319 290
Dual Career Couples in the University: Policies and Problems.
25p. 1mf. L1 ED 318 938
Evaluation as Empowerment: Holistic Evaluation across the Curriculum.
74p. 1mf. L1 ED 319 425
Graduate Student Concerns: A Study of a College of Education.
35p. 1mf. L1 ED 319 345
How University Professors Perceive the Profits Associated with Collaboration with External Funding Sources.
41p. 1mf. L1 ED 319 331
Impact of Universities' ERPs?
17p. 1mf. L1 ED 319 286
Multidimensionality of Students' Evaluations of Teaching Effectiveness: The Generality of Factor Structures across Academic Discipline, Instructor Level, and Course Level.
18p. 1mf. L1 ED 319 788
Salaries of Full-Time Instructional Faculty on 9- and 10-Month Contracts in Institutions of Higher Education, 1977-78 through 1987-88. Survey Report.
21p. 1mf. L1 ED 319 308
Statistical Profile of Two-Year College Education in West Virginia, 1987-1988.
86p. 1mf. L1 ED 319 416

College Freshmen
Comparison of Selected Physical Parameters between American and Chinese Male College Students.
7p. 1mf. L1 ED 319 349
Elaboration of Tinto's Model of College Student Departure: A Qualitative Study of Freshman Experiences.
32p. 1mf. L1 ED 318 926
Evaluating College Student Retention: Comparative National Data from the 1981-1984 Entering Freshman Classes.
25p. 1mf. L1 ED 319 320
Linking Outcomes Assessment and the Freshman Experience.
16p. 1mf. L1 ED 319 291
Profile of Incoming Freshmen at the University of Maryland, College Park, 1989-1990. Research Report #1-90.
16p. 1mf. L1 ED 319 328
Retention and Attrition of Declared Part-Time Associate Freshmen. Discussion and Decision Items.
37p. 1mf. L1 ED 319 431

College Graduates
Undergraduate Completion and Persistence at Four-Year Colleges and Universities: Completers, Persisters, Stopouts, and Dropouts.
36p. 1mf. L1 ED 319 343

College Level Academic Skills Test
Investigating Differences in Mean Score on Adaptive and Paper and Pencil Versions of the College Level Academic Skills Reading Test.
12p. 1mf. L1 ED 319 791

College Libraries
Handbook for Local Coordinators: Value-Added, Compact Disk, Union Catalog Test Phase.
38p. 1mf. L1 ED 319 407

College Mathematics
MESA/MEP at American River College: Year One Evaluation Report.
45p. 1mf. L1 ED 319 472
Task Analyses of Critical Evaluations of Quantitative Arguments: First Steps in Critical Interpretation of Graphically Presented Data.
23p. 1mf. L1 ED 319 604

College Outcomes Assessment
Germanna Community College Outcome Assessment Plan. Revised.
81p. 1mf. L1 ED 319 433

College Planning
Academic Development Plan for the Island of Molokai in Hawaii, 1990-1996.
36p. 1mf. L1 ED 319 429
Assessment Proposal: Genesee Community College, 1990.
19p. 1mf. L1 ED 319 438
California Plan for Career-Vocational Education. Part Two: Implementation Strategies.
72p. 1mf. L1 ED 319 448
Fauquier Enrollment Projections: Preliminary Study, March 1989.
43p. 1mf. L1 ED 319 432
From the Institutions' Perspective: Strategies in Higher Education.
40p. 1mf. L1 ED 319 316
Functions of Institutional Research. 2nd Edition.
22p. 1mf. L1 ED 319 327
GCC Master Plan, 1988-89.
77p. 1mf. L1 ED 319 434
Germanna Community College Outcome Assessment Plan. Revised.
81p. 1mf. L1 ED 319 433
1990-1993 Long Range Plan: Pennsylvania College of Technology.
66p. 1mf. L1 ED 319 470
2020 Perfect Vision for the Next Century: An Environmental Scan.
128p. 2mf. L1 ED 319 451

College Preparation
Easing the Transition from Secondary School to College.
141p. 2mf. L1 ED 319 439

College Presidents
History of Higher Education Annual, Volume 8, 1988.
128p. 2mf. L1 ED 319 273

College Programs
Recent Developments in College Level Environmental Studies Courses and Programs. ERIC/SMEAC Environmental Education Digest No. 2, 1988.
4p. 1mf. L1 ED 319 629
Study of University of Central Texas Student Opinions Concerning Academic and Service Programs.
36p. 1mf. L1 ED 319 306
Successful Program Review. A Practical Guide in Evaluating Programs in Academic Settings.
139p. mf. L3 ED 319 335

College Role
How Do Community Colleges Serve Business and Industry? A Review of Issues Discussed in the Literature.
62p. 1mf. L1 ED 319 443

College School Cooperation
Annual Report of the Intersegmental Coordinating Council to the California Education Round Table.
72p. 1mf. L1 ED 319 463
College Discovery and Development Pilot Study: 1987-88, 1988-89. OREA Report.
46p. 1mf. L1 ED 318 957
Communication within School-University Partnerships and Its Effect on Curricular Change.
43p. 1mf. L1 ED 319 350
Development of a Computer-Based Instructional Management System through School-University Collaboration.
10p. 1mf. L1 ED 319 102
Immigrant and Refugee Tutoring Programs: A D.C. Schools Project Handbook. "Tutoring and Befriending."
200p. 3mf. L1 ED 319 868
Improving Schools from Within: Teachers, Parents, and Principals Can Make the Difference.
190p. mf. L3 ED 319 126
On Becoming an Institution of First Choice.
33p. 1mf. L1 ED 319 464
Project Redesign: A Cooperative School Improvement Program Involving Four Rural School Districts and Texas Tech University.
13p. 1mf. L1 ED 319 543
Realities of Implementing a Partnership Program.
10p. 1mf. L1 ED 319 705
Shared Visions, Double Vision, and Changing Perspectives: A College/School Parent Participation Program.
33p. 1mf. L1 ED 319 833
Status of Articulation between Public Secondary Schools and Public Community Colleges.
30p. 1mf. L1 ED 319 457

College Science
Attitudes toward a Simulation Based Chemistry Curriculum for Nursing Students.
8p. 1mf. L1 ED 319 605
Effects of an Innovative Activity-Centered Biology Program on Attitude toward Elementary Teachers.
14p. 1mf. L1 ED 319 612
Influence of Preservice Secondary Science Teachers' Beliefs on Their Planning.
35p. 1mf. L1 ED 319 618
Responding to the Environmental Crisis: the Pedagogic Challenge.
20p. 1mf. L1 ED 319 633
Transfer Problems, Lost Keys, and Lampposts: A Historical Perspective as a Guide for Future Research.
14p. 1mf. L1 ED 319 634

College Students
Alternate Approach to Retention and Healthier Student Roles.
16p. 1mf. L1 ED 318 970
Attributions or Retributions: Student Ratings and the Perceived Causes of Performance.
69p. 1mf. L1 ED 319 764
Characteristics of "Established" Students: A Descriptive Study of Married 30-50 Year Old Reentry Students. Teaching Learning Issues No. 67.
20p. 1mf. L1 ED 318 882
Classroom Texts: An Investigation of the Correlative Features of Assigned Reading and Test Performance. Applied Educational Research and Evaluation.
37p. 1mf. L1 ED 319 745
Coordination of Effort among Student Services Programs. A Report.
21p. 1mf. L1 ED 319 462
Culture and Its Artifacts in Higher Education: Their Impact on the Enrollment and Retention of African-American Students.
49p. 1mf. L1 ED 319 332
Effect of Feedback on the Illusion of Knowing and Comprehension Monitoring of College Students.
18p. 1mf. L1 ED 319 003
Emotional Distress in College Students: Faculty Guide for Referrals.
11p. 1mf. L1 ED 318 942
Measuring Procrastination Attitudinally and Behaviorally.
12p. 1mf. L1 ED 319 792
Retention of African-American Students: The Effects of Institutional Arrangements in Higher Education.
19p. 1mf. L1 ED 319 333
Self Concept: Learning Disabled vs. Non-Learning Disabled College Students.
12p. 1mf. L1 ED 319 163
Students' Predictions of Test Grades: Calibration and Metacognition.
6p. 1mf. L1 ED 319 812
What One Intelligence Test Measures: A Theoretical Account of the Processing in the Raven Progressive Matrices Test.
79p. 1mf. L1 ED 319 811

College Transfer Students
Academic Performance of PVCC Transfers to Virginia Public Senior Institutions of Higher Education (1988-89).
31p. 1mf. L1 ED 319 420
Community College Transfers to Maryland Four-Year Institutions. Research Brief RB90-11.
22p. 1mf. L1 ED 319 449
Handbook of California Articulation Policies and Procedures, 1989.
82p. 1mf. L1 ED 319 460
Los Rios Transfer Statistics: Fall 1988/Spring 1989 Update.
38p. 1mf. L1 ED 319 442
Transfer of Credit Study (Discussion Item).
7p. 1mf. L1 ED 319 430
Virginia Community Colleges Transfers to In-State Public Four-Year Colleges and Universities: Data Exchange and Analysis Context.
70p. 1mf. L1 ED 319 459

Collegiality
Improving Schools from Within: Teachers, Parents, and Principals Can Make the Difference.
190p. mf. L3 ED 319 126
Toward Collegial Inquiry: Is There More to Clinical Supervision Than the Improvement of Practice?
30p. 1mf. L1 ED 319 724

Colonial History (United States)
Foods of the Pioneer Family.
26p. 1mf. L1 ED 319 673
Women in Colonial and Revolutionary America.
50p. 1mf. L1 ED 319 676

Colorado
Colorado 1988 Annual ECIA Chapter 2 Report: Public Law 97-35.
49p. 1mf. L1 ED 319 573
Education of Homeless Children and Youth under the Stewart B. McKinney Homeless Assistance Act. Annual Report. Department of Education Form 1810-0536.
35p. 1mf. L1 ED 319 572
On the Move: Migrant Education 1987-88.
21p. 1mf. L1 ED 319 571
Parent Involvement Human Resource Guide.
67p. 1mf. L1 ED 319 570
Special Projects: Meeting Special Needs.
13p. 1mf. L1 ED 319 569

Colorado College
Japan and Northeast Asia: A Selected Bibliography and Guide to Research at Tutt Library.
25p. 1mf. L1 ED 319 667

Columbus Public Schools OH
Summer Academic Skills Enhancement Program. Final Evaluation Report.
37p. 1mf. L1 ED 319 860

Committees
Annual Report to Membership, 1987. The President's Committee on Employment of the Handicapped.
38p. 1mf. L1 ED 319 164
Annual Report 1987-1988. The President's Committee on Employment of the Handicapped.
30p. 1mf. L1 ED 319 165
Fiscal Year 1988 Report. The President's Committee on Employment of People with Disabilities.
13p. 1mf. L1 ED 319 166

Communicable Diseases
AIDS: What Young Adults Should Know. Instructor's Guide. Student Guide. Second Edition.
111p. 2mf. L2 ED 319 700

Communication (Thought Transfer)
Foundations of Communication: A Theoretical Approach to Imitation, Intermodality and Suggestion in the Child's Early Communicative Actions. Research Bulletin, Vol. XII:III.
36p. 1mf. L2 ED 319 079
Predicting Children's Problem Behaviors from the Content of Maternal Demands.
13p. 1mf. L1 ED 319 518

Communication Aids (for Disabled)
Tangible Symbol Systems: Symbolic Communication for Individuals with Multisensory Impairments.
68p. 1mf. L2 ED 319 154

Communication Arts
Comprehensive Instructional Managmenent Systems-Communication Arts (CIMS-CA), 1988-89. Evaluation Section Report. OREA REport.
76p. 1mf. L1 ED 319 068

Communication Behavior
Foundations of Communication: A Theoretical Approach to Imitation, Intermodality and Suggestion in the Child's Early Communicative Actions. Research Bulletin, Vol. XII:III.
36p. 1mf. L2 ED 319 079
Pharmacist-Patient Communication: A Structure of Intrapersonal Processes.
17p. 1mf. L1 ED 319 077

Communication Research
What We've Got Here Is a Failure To Communicate: Women's Studies in Professional Communication.
10p. 1mf. L1 ED 319 665

Communication Skills
Assessment of Basic Oral Communication Skills. A Selected, Annotated Bibliography. Second Edition.
5p. 1mf. L2 ED 319 086
Comprehensive Instructional Managmenent Systems-Communication Arts (CIMS-CA), 1988-89. Evaluation Section Report. OREA REport.
76p. 1mf. L1 ED 319 068
Developing and Instituting a Parenting Course for Parents of Children Ages 3 through 14 Years.
56p. 1mf. L1 ED 319 510
Flight to Success: A Collection of Lists Created for Today's Business World.
19p. 1mf. L1 ED 319 088
Management of Information Services. Reports and Papers of a Training Course (Arusha, Tanzania, April 11-22, 1988).
146p. 2mf. L1 ED 319 411
Winning: A Post-Graduate Course in Succeeding in the Real World.
40p. 1mf. L1 ED 319 089

Communications Satellites
Comparative Study of Compression Video Technology.
109p. 2mf. L2 ED 319 361
Growth of English as the Language of Global Satellite Telecommunications.
15p. 1mf. L1 ED 319 368
Virginia Telemedia Systems for Administrative, Training and Educational Uses.
65p. 1mf. L1 ED 319 388

Communicative Competence (Languages)
Proficiency and the Schools.
20p. 1mf. L1 ED 319 743
Resistance to Learning? Student Reaction to Communicative Language Teaching.
13p. 1mf. L1 ED 319 232

Communism
China's Student Protest 1989.
8p. 1mf. L1 ED 319 654

Community Action
Operation Rescue, Corsicana: An Early Intervention Program.
19p. 1mf. L1 ED 319 133

Community Characteristics
Hispanic Victims. Special Report.
13p. 1mf. L1 ED 319 836
June 1989 Grade Retention in Chicago Public Elementary Schools. Monitoring and Researching the Effects of School Reform in Chicago.
45p. 1mf. L1 ED 319 499

Community Colleges
AB 1725 Model Accountability System. California Community Colleges. Revised.
32p. 1mf. L1 ED 319 461
Feasibility Study Concerning the Use of Volunteers at Germanna Community College.
13p. 1mf. L1 ED 319 435
Report on George Brown College Multicultural Demonstration Project.
77p. 1mf. L1 ED 319 452
Status of Articulation between Public Secondary Schools and Public Community Colleges.
30p. 1mf. L1 ED 319 457
Training Part-Time ESL Instructors.
23p. 1mf. L1 ED 319 240
Washington Community Colleges Academic Year Report, 1988-89.
77p. 1mf. L1 ED 319 426

Community Control
Racial Equity and Local School Council Elections. Draft.
17p. 1mf. L1 ED 319 834

Community Cooperation
Your Library Dream Can Become a Reality Too: The Clay Springs, Arizona, Story.
8p. 1mf. L1 ED 319 413

Community Development
Community Education and Economic Development: Activities in the Field and Potential New Models.
104p. 2mf. L1 ED 318 892
Primer on Entrepreneurial Education for Community Educators.
72p. 1mf. L1 ED 318 893
Southern Rural Development Center Annual Progress Report, 1989. SRDC Series No. 118.
17p. 1mf. L1 ED 319 561

Community Education
Assessment of Course Needs for Older Adults at McCook Community College.
39p. 1mf. L1 ED 319 428
Community Education and Economic Development: Activities in the Field and Potential New Models.
104p. 2mf. L1 ED 318 892
Educating At-Risk Youth: Practical Tips for Teachers.
39p. 1mf. L1 ED 319 875
Primer on Entrepreneurial Education for Community Educators.
72p. 1mf. L1 ED 318 893

Community Health Services
Nutrition Learning Packages.
177p. 2mf. L2 ED 319 723

Community Involvement
Alternative Model of Childcare: The Experience of the National Trades Union Congress of Singapore.
22p. 1mf. L1 ED 319 494
Change and Progress Start with Education.
7p. 1mf. L1 ED 319 123
Family Support: Education and Involvement. A Guide for State Action.
71p. 1mf. L2 ED 319 112
Making Education Work for Mexican-Americans: Promising Community Practices. ERIC Digest.
3p. 1mf. L1 ED 319 580

Community Programs
Child Care Council of Westchester's "Hope for the Homeless."
8p. 1mf. L1 ED 319 507
Family Policy on the Community Level.
21p. 1mf. L1 ED 319 489
Hearing on H.R. 3, Early Childhood Education and Development Act. Hearing before the Committee on Education and Labor, House of Representatives. One Hundred First Congress, Second Session (San Francisco, California, January 19, 1990).
173p. 2mf. L1 ED 319 491
Mobilizing Resources to Better Serve Children At-Risk. Bulletin No. 0067.
124p. 2mf. L1 ED 319 865

Community Role
Bamako Initiative: Primary Health Care Experience. Children in the Tropics: Review of the International Children's Centre.
99p. 2mf. L1 ED 319 533

Community Service
Community Service: Learning by Doing. A Statement of the Council of Chief State School Officers.
8p. 1mf. L2 ED 319 138

Community Services
Community Service: Learning by Doing. A Statement of the Council of Chief State School Officers.
8p. 1mf. L2 ED 319 138

Commuter Colleges
Student as Commuter: Developing a Comprehensive Institutional Response. ERIC Digest.
3p. 1mf. L1 ED 319 297
Student as Commuter: Developing a Comprehensive Institutional Response. ASHE-ERIC Report No. 7.
118p. 2mf. L1 ED 319 298

Commuting Students
Student as Commuter: Developing a Comprehensive Institutional Response. ASHE-ERIC Report No. 7.
118p. 2mf. L1 ED 319 298
Student as Commuter: Developing a Comprehensive Institutional Response. ERIC Digest.
3p. 1mf. L1 ED 319 297

Comparative Analysis
Multiple Comparison Procedures when Population Variances Differ.
22p. 1mf. L1 ED 319 754
Two-Stage Sampling Procedures for Comparing Means When Population Distributions Are Non-Normal.
24p. 1mf. L1 ED 319 773

Comparative Education
Concept of Good Teaching in Universities around the World.
28p. 1mf. L1 ED 319 346
Education--An Annotated Bibliography of Current Issues, July-September, 1989.
124p. 2mf. L1 ED 319 406
World Trends and Issues in Adult Education. Educational Science Series?
177p. mf. L3 ED 318 852

Compensation (Remuneration)
Salaries of Full-Time Instructional Faculty on 9- and 10-Month Contracts in Institutions of Higher Education, 1977-78 through 1987-88. Survey Report.
21p. 1mf. L1 ED 319 308

Compensatory Education
Chapter 1 in Ohio: Elementary and Secondary Education Act. 24th Annual Evaluation Report, Fiscal 1989.
33p. 1mf. L1 ED 319 488
Eligibility and Programming in Chapter I English as a Second Language (E.S.L.) Programs, 1988-89. OREA Report.
20p. 1mf. L1 ED 319 258
Enhancing Affective and Cognitive Outcomes of Minority Pre-Business Students: A Program Evaluation.
68p. 1mf. L1 ED 319 347
Head Start Success Stories.
55p. 1mf. L1 ED 319 481
Head Start: The Nation's Pride, A Nation's Challenge. Recommendations for Head Start in the 1990's. The Report of the Silver Ribbon Panel.
75p. 1mf. L2 ED 319 500
MESA/MEP at American River College: Year One Evaluation Report.
45p. 1mf. L1 ED 319 472
Twenty-five Voices Celebrating Twenty-five Years.
17p. 1mf. L1 ED 319 501

Competence
Intrinsic Motivation, Perceived Competence, and Gender in a Controlling Situation.
13p. 1mf. L1 ED 318 982
Maintaining Professional Competence. Approaches to Career Enhancement, Vitality, and Success throughout a Work Life.
328p. mf. L3 ED 319 334
Understanding Competence. A Development Paper.
40p. 1mf. L1 ED 318 889
Vocational Education Performance Standards. ERIC Digest No. 96.
3p. 1mf. L1 ED 318 914

Competency Based Education
Maintaining Professional Competence. Approaches to Career Enhancement, Vitality, and Success throughout a Work Life.
328p. mf. L3 ED 319 334
Occupational Competencies. A Study of the Vocational-Technical Education Needs of the Agribusiness and Chemistry-Based Technology Industries.
46p. 1mf. L1 ED 318 861

Compliance (Legal)
Kentucky Chapter 1 Program Improvement Guide.
42p. 1mf. L1 ED 319 856
Making JOBS Work. What the Research Says about Effective Employment Programs for AFDC Recipients.
103p. 2mf. L2 ED 319 843
Perceptions Re: Adequacy and Effectiveness of the JTPA and V.E. Perkins Act Programs in Illinois. Report 23.
26p. 1mf. L1 ED 318 877
Preparing and Maintaining Workers. Report 11.
37p. 1mf. L1 ED 318 875

(Continued)

Compliance (Legal) *(Continued)*
Serving Economically Depressed Areas. Report 12.
23p. 1mf. L1 ED 318 876
Student v. Union: Colleges at Risk.
6p. 1mf. L1 ED 319 277

Comprehension
First Grade Children's Comprehension and Recall of "Noodle Doodle Box." A Final Report.
168p. 2mf. L1 ED 319 532
Gender Schematization and Gender Scripts: Sometimes a Little Knowledge Can Be Dangerous.
34p. 1mf. L1 ED 319 473

Comprehension Monitoring
Effect of Amount of Intervening Text on Detection of Semantic Inconsistencies by Competent and Less Competent College Readers.
18p. 1mf. L1 ED 319 005
Effect of Feedback on the Illusion of Knowing and Comprehension Monitoring of College Students.
18p. 1mf. L1 ED 319 003

Comprehensive Instructional Management Syst
Comprehensive Instructional Managmenent Systems-Communication Arts (CIMS-CA), 1988-89. Evaluation Section Report. OREA REport.
76p. 1mf. L1 ED 319 068

Computer Assisted Instruction
Canadian Mathematics Education Study Group = Groupe Canadien d'etude en didactique des matematiques. Proceedings of the Annual Meeting (St. Catharines, Ontario, Canada, May 27-31, 1989).
149p. 2mf. L1 ED 319 606
Children's Use of the Unique Features of Interactive Videodiscs. Technical Report No. 42.
22p. 1mf. L2 ED 319 375
Coding Language vs. Authoring System: To Code or Author--That Is the Question.
15p. 1mf. L1 ED 319 468
Comparative Study on Criteria and Procedures for the Evaluation of Educational Software. Summary.
8p. 1mf. L1 ED 319 358
Computer Aided Instruction in Teaching Program Evaluation.
8p. 1mf. L1 ED 319 362
Computer Assisted Instruction for Teaching Measurement-Based Clinical Hypothesis Testing.
22p. 1mf. L1 ED 319 756
Computer-Supported Collaborative Learning in a Multi-Media Distance Education Environment.
17p. 1mf. L1 ED 319 381
Cost-Effectiveness of Alternative Approaches to Computer-Assisted Instruction.
81p. 1mf. L1 ED 319 357
Designing INQUIRE. Technical Report No. 50.
17p. 1mf. L1 ED 319 393
Development of a Computer-Based Instructional Management System through School-University Collaboration.
10p. 1mf. L1 ED 319 102
Development of Children's Writing Awareness and Performance within a Generative/Evaluative Computerized Prompting Framework.
69p. 1mf. L1 ED 319 755
Distance Learning Evaluation Study, Phase I. A Study of North Dakota and Missouri Schools Implementing German I by Satellite. Descriptive Statistical Report.
54p. 1mf. L1 ED 319 382
Effects of Paired Student Interaction in the Computer Tutoring of Statistics.
14p. 1mf. L1 ED 319 146
Factors Affecting Use of Computers in Elementary Classrooms: Implications for Preservice and Inservice Education.
29p. 1mf. L1 ED 319 356
Girls, Computers, and Amber Waves of Grain: Computer Equity Programming for Rural Teachers.
18p. 1mf. L1 ED 319 660
Higher Achievement and Improvement through Instruction with Computers and Scholarly Transition and Resource Systems Program. OREA Report.
34p. 1mf. L1 ED 319 248
Ideas for Integrating the Microcomputer with Instruction.
43p. 1mf. L1 ED 319 360
Impact of Computer-Supported Writing Instruction on the Writing Quality of Learning-Disabled Students. Final Report.
152p. 2mf. L1 ED 319 181
Language Arts CCA Basic Skills Curriculum. Instructor's Guide.
100p. 2mf. L2 ED 319 051
Microcomputers in Instruction, 1984-85 through 1987-88. Publication No. 538.
139p. 2mf. L1 ED 319 385
New and Promising: Software Worth a Look. A MicroSIFT Survey of Educational Software Preview Center Coordinators. Volume I, No. 4.
9p. 1mf. L1 ED 319 363
Passport: Technology To Help the Middle Grades Second Languages Teachers.
104p. 2mf. L1 ED 319 243
Reading Comprehension CCA Basic Skills Curriculum. Instructor's Guide.
213p. 3mf. L2 ED 319 011
Research on Wordprocessing and Writing Instruction.
6p. 1mf. L1 ED 319 359
Reviews of Instructional Software in Scholarly Journals: A Selected Bibliography.
24p. 1mf. L1 ED 319 386
Role of Formative Research in the Design of Educational Computer Software. Technical Report No. 49.
10p. 1mf. L1 ED 319 392
Software in the Classroom: Issues in the Design of Effective Software Tools. Technical Report No. 15.
13p. 1mf. L1 ED 319 372
Spelling CCA Basic Skills Curriculum. Instructor's Guide.
28p. 1mf. L2 ED 319 010
Study of Issues Related to the Implementation of Computer Technology in Schools. Final Report, July, 1981. Technical Report No. 2.
142p. 2mf. L1 ED 319 370
Teaching "Federalist #10": A Lesson Plan for High School Teachers.
18p. 1mf. L1 ED 319 640
Teaching and Learning about Graphing through Computer-Assisted Problem Solving: Issues in the Design and Interpretation of Graphs, the Design and Use of Educational Software, and Classroom Research Methodology.
256p. 3mf. L1 ED 319 594
What Today's Educational Technology Needs: Defensible Evaluations and Realistic Implementation.
13p. 1mf. L1 ED 319 367
Writing To Read 1988-89. Evaluation Section Report.
67p. 1mf. L1 ED 319 050

Computer Assisted Testing
Dichotomous Search Strategies for Computerized Adaptive Testing.
21p. 1mf. L1 ED 319 749
Investigating Differences in Mean Score on Adaptive and Paper and Pencil Versions of the College Level Academic Skills Reading Test.
12p. 1mf. L1 ED 319 791
Using Hierarchical Models of Studying To Evaluate the Character of Students' Study Activities.
38p. 1mf. L1 ED 319 765

Computer Equity
Girls, Computers, and Amber Waves of Grain: Computer Equity Programming for Rural Teachers.
18p. 1mf. L1 ED 319 660

Computer Games
Microworlds to Macroworlds: Conceptual Transfer and Activity Setting. Technical Report No. 46.
20p. 1mf. L2 ED 319 379

Computer Graphics
Study of Children's Computer-Generated Graphics.
39p. 1mf. L1 ED 319 504
Teaching and Learning about Graphing through Computer-Assisted Problem Solving: Issues in the Design and Interpretation of Graphs, the Design and Use of Educational Software, and Classroom Research Methodology.
256p. 3mf. L1 ED 319 594
What Today's Educational Technology Needs: Defensible Evaluations and Realistic Implementation.
13p. 1mf. L1 ED 319 367

Computer Literacy
Computer-Focused Russian Bilingual Instructional Program, 1988-89. OREA Report.
28p. 1mf. L1 ED 319 254
Introductory Computer Education: Developments in a Time Perspective.
20p. 1mf. L1 ED 319 369
Language Development through Holistic Learning (Mathematics, Art, Science, Technology, and Education Resources). Project MASTER, 1988-89. OREA Report.
24p. 1mf. L1 ED 319 253
Methodologies of Bilingual Instruction in Literacy Education. Project Mobile, 1988-89. OREA Report.
31p. 1mf. L1 ED 319 252
School Community Education Program in New York City 1988-89. Volume I. OREA Evaluation Section Report.
107p. 2mf. L1 ED 319 869

Computer Managed Instruction
Curriculum Management System: A Computer Managed Curriculum.
12p. 1mf. L1 ED 319 679

Computer Mediated Communication
Computer-Supported Collaborative Learning in a Multi-Media Distance Education Environment.
17p. 1mf. L1 ED 319 381

Computer Networks
Computer-Supported Collaborative Learning in a Multi-Media Distance Education Environment.
17p. 1mf. L1 ED 319 381
Micro-ISIS Training Course: Data Processing Principles and Applications. (Databases for Bibliographic Records and Serials, Training Material and Training Institutions, Addresses, and Registration of Mail).
167p. 2mf. L2 ED 319 398

Computer Oriented Programs
Youth. A National Stay-in-School Initiative = Jeunesse. Projet national d'incitation a la poursuite des etudes.
37p. 1mf. L2 ED 319 820

Computer Piracy
Survey of University Students' Behavior, Knowledge, and Opinions Regarding Unauthorized Copies of Computer Software.
25p. 1mf. L1 ED 319 403

Computer Science Education
Factors Affecting Use of Computers in Elementary Classrooms: Implications for Preservice and Inservice Education.
29p. 1mf. L1 ED 319 356
Introductory Computer Education: Developments in a Time Perspective.
20p. 1mf. L1 ED 319 369
Language-Independent Conceptual "Bugs" in Novice Programming. Technical Report No. 31.
14p. 1mf. L1 ED 319 373
Logo Programming and Problem Solving. Technical Report No. 12.
10p. 1mf. L1 ED 319 371
MESA/MEP at American River College: Year One Evaluation Report.
45p. 1mf. L1 ED 319 472
Research and Design Issues Concerning the Development of Educational Software for Children. Technical Report No. 14.
7p. 1mf. L1 ED 319 374

Computer Software
Comparative Study on Criteria and Procedures for the Evaluation of Educational Software. Summary.
8p. 1mf. L1 ED 319 358
Ideas for Integrating the Microcomputer with Instruction.
43p. 1mf. L1 ED 319 360
Implementing Variable Selection Techniques in Regression.
23p. 1mf. L1 ED 319 805
Passport: Technology To Help the Middle Grades Second Languages Teachers.
104p. 2mf. L1 ED 319 243
Software in the Classroom: Issues in the Design of Effective Software Tools. Technical Report No. 15.
13p. 1mf. L1 ED 319 372
Survey of University Students' Behavior, Knowledge, and Opinions Regarding Unauthorized Copies of Computer Software.
25p. 1mf. L1 ED 319 403
Teaching and Learning about Graphing through Computer-Assisted Problem Solving: Issues in the Design and Interpretation of Graphs, the Design and Use of Educational Software, and Classroom Research Methodology.
256p. 3mf. L1 ED 319 594
Technology with Low Incidence Populations: Promoting Access to Education and Learning.
50p. 1mf. L1 ED 319 190
Troubleshooting Microcomputers. A Technical Guide for Polk County Schools.
97p. 2mf. L1 ED 319 364

Computer Software Development
Coding Language vs. Authoring System: To Code or Author--That Is the Question.
15p. 1mf. L1 ED 319 468
Research and Design Issues Concerning the Development of Educational Software for Children. Technical Report No. 14.
7p. 1mf. L1 ED 319 374
Software in the Classroom: Issues in the Design of Effective Software Tools. Technical Report No. 15.
13p. 1mf. L1 ED 319 372
Teaching and Learning about Graphing through Computer-Assisted Problem Solving: Issues in the Design and Interpretation of Graphs, the Design and Use of Educational Software, and Classroom Research Methodology.
256p. 3mf. L1 ED 319 594

Computer Software Reviews
Reviews of Instructional Software in Scholarly Journals: A Selected Bibliography.
24p. 1mf. L1 ED 319 386

Computer System Design
Microcomputer-Based User Interface for Library Online Catalogue.
15p. 1mf. L1 ED 319 384

Computer Uses in Education
Basic Project Management Methodologies for Survey Researchers.
29p. 1mf. L1 ED 319 115
College and Adult Reading XII: The Twelfth Yearbook of the North Central Reading Association.
189p. 2mf. L1 ED 318 995
Comprehensive Instructional Managmenent Systems-Communication Arts (CIMS-CA), 1988-89. Evaluation Section Report. OREA REport.
76p. 1mf. L1 ED 319 068
Development of Materials for Use in a Comprehensive Teaching Improvement System. Final Report.
71p. 1mf. L1 ED 319 336
Imagery, Language, LOGO and Curriculum.
28p. 1mf. L1 ED 319 508
Study of Children's Computer-Generated Graphics.
39p. 1mf. L1 ED 319 504

Computerphobia
Comparing Computer-Related Stress to Computerphobia.
9p. 1mf. L1 ED 318 986

Computers
Comparing Computer-Related Stress to Computerphobia.
9p. 1mf. L1 ED 318 986

Concept Formation
Microstudy: An Experiment in Second Language Reading Comprehension.
15p. 1mf. L1 ED 319 574
Relationship between Students' Learning Strategies and the Change in their Chemical Misunderstandings during a High School Chemistry Course.
25p. 1mf. L1 ED 319 599

Concept Teaching
Cognitive Conflict and Cooperative Learning.
13p. 1mf. L1 ED 319 598

Conceptual Tempo
Reflective Practitioner and the Curriculum of Teacher Education.
29p. 1mf. L1 ED 319 693

Confederation College (Canada) ON
Teaching Entrepreneurship at the College Level.
9p. 1mf. L1 ED 319 446

Conflict
Conflict and Attachment: The Experience of Disorganized/Controlling Children.
15p. 1mf. L1 ED 319 496

Conflict Resolution
Disagreement Can Be Inviting: A Cooperative Learning Approach.
20p. 1mf. L1 ED 319 738
Responding to the Environmental Crisis: the Pedagogic Challenge.
20p. 1mf. L1 ED 319 633
School Community Education Program in New York City 1988-89. Volume II. OREA Evaluation Section Report.
105p. 2mf. L1 ED 319 870

Conformity
Disciplinary Differences in Faculty Conformity to the Norms of Science: Are Norms Compensatory Integrating Mechanisms for Professional Fragmentation?
16p. 1mf. L1 ED 319 329

Congenital Impairments
Substance Use among Pregnant Women: The Report of the Task Force for the Prevention of Substance Use among Pregnant Women.
51p. 1mf. L1 ED 318 976

Connecticut
Closing the Gap: Meeting the Small Business Training Challenge in Connecticut.
41p. 1mf. L1 ED 318 867
Guide to the Process of Evaluating School Principals. Monograph No. 2.
43p. 1mf. L1 ED 319 141

Consensus
Consensus on Desirable Characteristics of Mail Questionnaires: Illusion or Reality?
23p. 1mf. L1 ED 319 804

Consonants
Phonics Skills: Practice Book A, Initial Consonants. Practice in Basic Phonics Skills for Students of All Ages.
98p. 2mf. L2 ED 319 027
Phonics Skills: Practice Book B, Medial and Final Consonants. Practice in Basic Phonics Skills for Students of All Ages.
98p. 2mf. L2 ED 319 028

Constructivism
"Making Sense of Constructivism in Preservice: A Case Study."
25p. 1mf. L1 ED 319 600
Value of Ideas: The Immersion Approach to the Development of Thinking. Elementary Subjects Center Series No. 20.
34p. 1mf. L1 ED 319 506

Consultants
Parent Involvement Human Resource Guide.
67p. 1mf. L1 ED 319 570

Consultation Programs
Changes in Teacher Attributions of Student Problems Following Consultation.
11p. 1mf. L1 ED 318 981

Content Analysis
Educational Neglect: Reform Reports and the Schooling of American Indians.
37p. 1mf. L1 ED 319 555
Listen to the Cheerios: The ABC's of a Culture Course.
9p. 1mf. L1 ED 319 237
Recurring Author: William Shakespeare, a Case Study through Content Analysis.
151p. 2mf. L1 ED 319 042

Content Area Reading
Assessment of What Grade 5 Students Know about Science Text and Science Reading. A Preliminary Report.
53p. 1mf. L1 ED 319 589
Listening versus Reading Proficiencies among Fourth Grade Students.
20p. 1mf. L1 ED 319 006

Content Area Teaching
Bilingual Children's Project. B.C.P., 1988-89. OREA Report.
23p. 1mf. L1 ED 319 256

Content Mastery Examinations for Educators
Videotaped-Based Teacher Tests: Bells, Whistles or Bona Fide Assessment?
10p. 1mf. L1 ED 319 806

Context Clues
Microstudy: An Experiment in Second Language Reading Comprehension.
15p. 1mf. L1 ED 319 574

Context Effect
Using Hierarchical Models of Studying To Evaluate the Character of Students' Study Activities.
38p. 1mf. L1 ED 319 765

Continuing Education
Developing Skills in Geographical Education.
361p. 4mf. L1 ED 319 644

Contract Schools
BIA/Contract School Secondary Administrator: Characteristics and Leadership Style.
21p. 1mf. L2 ED 319 568

Control Groups
On the Need to Use Control Vignettes in Social Science Research.
32p. 1mf. L1 ED 319 657

Controversial Issues (Course Content)
Disagreement Can Be Inviting: A Cooperative Learning Approach.
20p. 1mf. L1 ED 319 738
Responding to the Environmental Crisis: the Pedagogic Challenge.
20p. 1mf. L1 ED 319 633

Controversial Materials
Right To Read: Censorship in the School Library. ERIC Digest.
4p. 1mf. L1 ED 319 067

Cooperation
NCPEA--UCEA: Converging Missions.
11p. 1mf. L1 ED 319 114
School Crisis Network: A School and Mental Health Cooperative Effort.
23p. 1mf. L1 ED 318 979
Trying a New Way: Innovative Teacher Certification Program for Teachers of Young Children--Duke University.
13p. 1mf. L1 ED 319 536

Cooperative Learning
Analysis of the Content and Form of Students' Verbal Interactions in Cooperative Groups.
49p. 1mf. L1 ED 319 082
Cognitive Conflict and Cooperative Learning.
13p. 1mf. L1 ED 319 598
Collaborative Learning, Circa 1880.
14p. 1mf. L1 ED 318 865
Disagreement Can Be Inviting: A Cooperative Learning Approach.
20p. 1mf. L1 ED 319 738
Effects of Grouping Patterns in a Cooperative Learning Environment on Student Academic Achievement.
50p. 1mf. L1 ED 319 617
Ethnographic Approach for Examining Participants' Construction of a Cooperative Learning Classroom Culture.
38p. 1mf. L1 ED 319 083
Examination of a Problem Solving Partnership from a Social Interaction Perspective.
24p. 1mf. L1 ED 319 610

Cooperative Programs
Collaborative Intervention Approaches for At-Risk Youth: The Pittsburgh Experience.
28p. 1mf. L1 ED 319 816
Current Practice: Is It Enough?
36p. 1mf. L1 ED 319 851
Exploring Common Ground: A Report on Business/Academic Partnerships.
227p. 3mf. L1 ED 319 314
Improving Middle Schools in Boston: A Report on Boston Compact and School District Initiatives.
86p. 1mf. L1 ED 319 842
Proceedings for Forum on Integrating Occupational and Academic Education.
28p. 1mf. L1 ED 318 869
School-Community-Business Partnerships. Building Foundations for Dropout Prevention.
57p. 1mf. L1 ED 318 894

Coordination
Examination of Public School Superintendent Interpersonal Networks in Washington and Idaho.
25p. 1mf. L1 ED 319 129

Coping
Assessing and Dealing with School-Related Stress in Grades 3-12 Students.
25p. 1mf. L1 ED 318 924

Copyright Compliance
Survey of University Students' Behavior, Knowledge, and Opinions Regarding Unauthorized Copies of Computer Software.
25p. 1mf. L1 ED 319 403

Copyrights
Survey of University Students' Behavior, Knowledge, and Opinions Regarding Unauthorized Copies of Computer Software.
25p. 1mf. L1 ED 319 403

Core Curriculum
Rear Guard on the Escalator: The Struggle To Protect the Liberal Arts Core in Higher Education. Occasional Papers, No. 80.
13p. 1mf. L1 ED 319 272
Rethinking the Curriculum To Meet the Needs of Underprepared, Underrepresented, and Economically Disadvantaged Students: Majors and Courses for the 21st Century.
12p. 1mf. L1 ED 319 467
Role of the School in Creating a Supportive Learning Environment for Minority Students.
11p. 1mf. L1 ED 319 863

Corporate Support
Exploring Common Ground: A Report on Business/Academic Partnerships.
227p. 3mf. L1 ED 319 314

Correctional Education
Correctional Training, Industries and Education. TIE.
40p. 1mf. L1 ED 318 899
Review of Information on Institutionalized Youths and the ECIA Chapter I Neglected or Delinquent Program.
53p. 1mf. L1 ED 319 838

Correlation
Classroom Texts: An Investigation of the Correlative Features of Assigned Reading and Test Performance. Applied Educational Research and Evaluation.
37p. 1mf. L1 ED 319 745
Linear versus Nonlinear Analysis in the Measurement of Effects in a Quasi-Experimental Design.
22p. 1mf. L1 ED 319 757

Cost Effectiveness
Art of Investing School District Funds: Rules of the Game.
111p. 2mf. L2 ED 319 151
Bamako Initiative: Primary Health Care Experience. Children in the Tropics: Review of the International Children's Centre.
99p. 2mf. L1 ED 319 533
Comparative Study of Compression Video Technology.
109p. 2mf. L2 ED 319 361
Cost-Effectiveness of Alternative Approaches to Computer-Assisted Instruction.
81p. 1mf. L1 ED 319 357
Cost-Effects Analysis of Year-Round Education Programs.
52p. 1mf. L1 ED 319 771
Hearing on GAO Report on OSERS' Management. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives. One Hundred First Congress, First Session.
124p. 2mf. L1 ED 319 106
Performance of America's Primary and Secondary Schools.
25p. 1mf. L1 ED 319 866
Safety Management Systems.
30p. 1mf. L1 ED 318 896
Telecommunications in Teacher Education: Closing the Gap between University and Extension Programs.
15p. 1mf. L1 ED 319 678
Variations in Mail Survey Procedures: Comparison of Response Rates and Cost.
12p. 1mf. L1 ED 319 803

Council of Chief State School Officers
Family Support: Education and Involvement. A Guide for State Action.
71p. 1mf. L2 ED 319 112

Counseling
DSM-III-R: Professional Implications and Revisions for Mental Health Counselors.
22p. 1mf. L1 ED 318 969

Counseling Techniques
Comparison of Transpersonal, Wholistic, and Other Major Counseling Theories.
20p. 1mf. L1 ED 318 927

Counseling Theories
Comparison of Transpersonal, Wholistic, and Other Major Counseling Theories.
20p. 1mf. L1 ED 318 927

Counselor Training
Counseling Supervision: A Possible Relationship between Perceived Training Needs and Language.
15p. 1mf. L1 ED 318 958
Educating School Psychologists for Restructured Schools.
21p. 1mf. L1 ED 318 960
Supervision: A Comparison of Trainees' and Supervisors' Perceptions of Development.
9p. 1mf. L1 ED 318 959

Counselors
Computer Assisted Instruction for Teaching Measurement-Based Clinical Hypothesis Testing.
22p. 1mf. L1 ED 319 756

Course Content
From Theory to Practice: ESL and Literature.
19p. 1mf. L2 ED 319 242
Middle School Social Studies: A Guide for Classroom Teachers. Eastern Hemisphere Studies, Western Hemisphere Studies, New Mexico History and Geography, United States History.
106p. 2mf. L1 ED 319 664
Social Studies 20 and Social Studies 23. Interim Teacher Resource Manual.
215p. 3mf. L1 ED 319 645

Course Descriptions
Middle School Social Studies: A Guide for Classroom Teachers. Eastern Hemisphere Studies, Western Hemisphere Studies, New Mexico History and Geography, United States History.
106p. 2mf. L1 ED 319 664
Responding to the Environmental Crisis: the Pedagogic Challenge.
20p. 1mf. L1 ED 319 633

Course Development
Developing and Instituting a Parenting Course for Parents of Children Ages 3 through 14 Years.
56p. 1mf. L1 ED 319 510

Course Evaluation
Attitudes toward a Simulation Based Chemistry Curriculum for Nursing Students.
8p. 1mf. L1 ED 319 605
Development of Materials for Use in a Comprehensive Teaching Improvement System. Final Report.
71p. 1mf. L1 ED 319 336

Course Objectives
Middle School Social Studies: A Guide for Classroom Teachers. Eastern Hemisphere Studies, Western Hemisphere Studies, New Mexico History and Geography, United States History.
106p. 2mf. L1 ED 319 664

Course Organization
Assessing the Motivational Characteristics of Instructional Materials.
12p. 1mf. L1 ED 319 479
Student Journals: A Strategy for Teaching Research Methodology to Undergraduate Students.
14p. 1mf. L1 ED 319 307

Course Selection (Students)
Attitude and Secondary School Science Students' Intention To Enroll in Physics: An Application of the Theory of Planned Behavior.
32p. 1mf. L1 ED 319 631
Factors Related to the Decisions of Rural Public High School Students to Participate in Vocational Education.
8p. 1mf. L1 ED 319 544
Social Class and Ability Group Placement in Mathematics in the Transition to Seventh Grade: The Role of Parental Involvement.
29p. 1mf. L1 ED 319 591
Trends in High School Math and Science Course Taking: Effects of Gender and Ethnicity.
32p. 1mf. L1 ED 319 593

Courseware
Computer Aided Instruction in Teaching Program Evaluation.
8p. 1mf. L1 ED 319 362
Designing INQUIRE. Technical Report No. 50.
17p. 1mf. L1 ED 319 393
New and Promising: Software Worth a Look. A MicroSIFT Survey of Educational Software Preview Center Coordinators. Volume I, No. 4.
9p. 1mf. L1 ED 319 363
Research and Design Issues Concerning the Development of Educational Software for Children. Technical Report No. 14.
7p. 1mf. L1 ED 319 374
Reviews of Instructional Software in Scholarly Journals: A Selected Bibliography.
24p. 1mf. L1 ED 319 386
Role of Formative Research in the Design of Educational Computer Software. Technical Report No. 49.
10p. 1mf. L1 ED 319 392
Teaching Technology: Creating Environments for Change. Technical Report No. 45.
13p. 1mf. L2 ED 319 378

Court Litigation
Assessment of Emotional Distress in Personal Injury Litigation.
57p. 1mf. L1 ED 318 934
Educating Undocumented Children: A Review of Practices and Policies. A Trends and Issues Paper.
51p. 1mf. L1 ED 319 585
Magistrates' Survey. 1988 Follow-Up: Analysis of Results. Report to the Governor's Task Force on Domestic Violence.
27p. 1mf. L1 ED 318 975

Creationism
What Do Prospective Science Teachers Understand about the Nature of Science?
13p. 1mf. L1 ED 319 603

Creative Thinking
Historical Shifts in the Use of Analogy in Science. Technical Report No. 498.
36p. 1mf. L1 ED 318 987

Creativity
Identification of the Significant Dimensions of Faculty Scholarship.
15p. 1mf. L1 ED 319 319

Credit (Finance)
Art of Investing School District Funds: Rules of the Game.
111p. 2mf. L2 ED 319 151
Guaranteed Student Loans: Credit Bureau Reporting Practices by Guaranty Agencies and Lenders. Briefing Report to the Chairman, Subcommittee on Education, Arts, and the Humanities, Committee on Labor and Human Resources, U.S. Senate.
54p. 1mf. L1 ED 319 341

Credit Bureaus
Guaranteed Student Loans: Credit Bureau Reporting Practices by Guaranty Agencies and Lenders. Briefing Report to the Chairman, Subcommittee on Education, Arts, and the Humanities, Committee on Labor and Human Resources, U.S. Senate.
54p. 1mf. L1 ED 319 341

Credits
Directory of Colleges and Universities Granting Credits for Attainment of Rating as Certified Professional Secretary.
13p. 1mf. L1 ED 318 909

Crime
Crime and the Elderly. A Report of the Crime Task Force.
123p. 2mf. L1 ED 318 847
Federal Drug Data for National Policy.
17p. 1mf. L1 ED 318 928
Hispanic Victims. Special Report.
13p. 1mf. L1 ED 319 836

Criminals
Crime and the Elderly. A Report of the Crime Task Force.
123p. 2mf. L1 ED 318 847

Criminology
Crime and the Elderly. A Report of the Crime Task Force.
123p. 2mf. L1 ED 318 847

Crisis Intervention
School Crisis Network: A School and Mental Health Cooperative Effort.
23p. 1mf. L1 ED 318 979

Criteria
June 1989 Grade Retention in Chicago Public Elementary Schools. Monitoring and Researching the Effects of School Reform in Chicago. 45p. 1mf. L1 ED 319 499

Critical Thinking
Bilingual Children's Project. B.C.P., 1988-89. OREA Report. 23p. 1mf. L1 ED 319 256
Cognitive Education Bibliography. 43p. 1mf. L1 ED 319 727
Critical Thinking: Toward Intellectual Accountability and Social Responsibility. A Research Project on Critical Thinking, Cooperative Learning and Moral Development. 46p. 1mf. L1 ED 319 497
Examination of the Relationship between Critical Thinking and Academic Success on a University Campus. 30p. 1mf. L1 ED 318 936
Reflective Practitioner and the Curriculum of Teacher Education. 29p. 1mf. L1 ED 319 693
Staff Development for Higher Order Thinking: A Synthesis of Practical Wisdom. 26p. 1mf. L1 ED 319 728
Teaching Critical Thinking at the University Level: A Review of Some Empirical Evidence. 14p. 1mf. L1 ED 319 279
Thinking Skills for an Interdependent World. 9p. 1mf. L1 ED 319 671

Critical Viewing
Reading Meta-Television: A New Model for Reader-Response Criticism. 25p. 1mf. L1 ED 319 084

Cross Age Teaching
Implementing Experiential Based Education in a Rural Setting. 51p. 1mf. L1 ED 319 560

Cross Cultural Studies
Cross-Cultural Team Teaching: E-mail for Literary Analysis. 18p. 1mf. L1 ED 319 060
Discussions about Aging: Sweden and the United States. 73p. 1mf. L1 ED 318 850
Making the Grade in Mathematics: Elementary School Mathematics in the United States, Taiwan, and Japan. 38p. mf. L3 ED 319 592
Multicultural Education for Educators. 20p. 1mf. L1 ED 319 688

Cross Cultural Training
Asian-American Communications In-School Staff and Parent Workshops 1988-89. OREA Evaluation Section Report. 20p. 1mf. L1 ED 319 850
Cross Currents, A Journal of Language Teaching and Cross-Cultural Communication, Volumes 13-16, 1986-1989 (8 Issues). 815p. 9mf. L1 ED 319 266
Report on George Brown College Multicultural Demonstration Project. 77p. 1mf. L1 ED 319 452

Cues
Development of Children's Writing Awareness and Performance within a Generative/Evaluative Computerized Prompting Framework. 69p. 1mf. L1 ED 319 755

Cultural Awareness
Asian-American Communications In-School Staff and Parent Workshops 1988-89. OREA Evaluation Section Report. 20p. 1mf. L1 ED 319 850
Diversity without Divisiveness: toward Agreement on Fundamental Values for a "One World Curriculum". 11p. 1mf. L1 ED 319 456
Harmony in Career Learning and Scholastic System: Project Hi-Class 1988-89. OREA Evaluation Section Report. 32p. 1mf. L1 ED 319 874
Hispanic Orientation to Life in America. Project HOLA, 1987-88. OREA Report. 28p. 1mf. L1 ED 319 247
Project Nuevos Horizontes, 1988-89. OREA Report. 29p. 1mf. L1 ED 319 251
Studying the World and the United Nations System. 182p. mf. L3 ED 319 661
Valuing Diversity on Campus: A Multicultural Approach. College Unions At Work Monograph Series Number 11. 89p. 1mf. L2 ED 319 280

Cultural Centers
Celebrating Diversity: An Investigation of the Teacher Training Program of the Centre for Cultural Resources and Training. 15p. 1mf. L2 ED 319 643

Cultural Context
Overview of Design, Implementation, and Transfer Considerations for the International Use of Instructional Video. 7p. 1mf. L2 ED 319 400
Teaching/Training Social Language in Galang Refugee Camp: A Learning Process. 100p. 2mf. L1 ED 319 239

Cultural Differences
Comparison of American and African Students on Who Is Admired and Why. 13p. 1mf. L1 ED 319 498
Identifying and Serving the Gifted New Immigrant/Refugee: Problems, Strategies, Implications. 30p. 1mf. L1 ED 319 209
New Information Technology and the Education of Hispanics. The Promise and the Dilemma. Policy Pamphlet Series No. 1. 40p. 1mf. L2 ED 319 399

Cultural Education
Celebrating Diversity: An Investigation of the Teacher Training Program of the Centre for Cultural Resources and Training. 15p. 1mf. L2 ED 319 643
Cultural Literacy and Testing. Content Assessment Project. Final Deliverable. 88p. 1mf. L1 ED 319 639
Diversity without Divisiveness: toward Agreement on Fundamental Values for a "One World Curriculum". 11p. 1mf. L1 ED 319 456
Listen to the Cheerios: The ABC's of a Culture Course. 9p. 1mf. L1 ED 319 237
Native American Curriculum: Primary, Intermediate, Junior High, High School. 184p. 2mf. L1 ED 319 548

Cultural Enrichment
Helping Minority High School Students Redefine their Self-Image through Culturally Sensitive Instruction. 18p. 1mf. L1 ED 319 831

Cultural Hegemony
Growth of English as the Language of Global Satellite Telecommunications. 15p. 1mf. L1 ED 319 368

Cultural Influences
Culture, Gender and Education in Rural Development with Special Emphasis on Ethiopia. 16p. 1mf. L1 ED 319 480
Diversity without Divisiveness: toward Agreement on Fundamental Values for a "One World Curriculum". 11p. 1mf. L1 ED 319 456

Cultural Interrelationships
Canada Connection in American History: A Guide for Teachers. 244p. 3mf. L2 ED 319 638

Cultural Literacy
Cultural Literacy and African Education. 36p. 1mf. L1 ED 319 663
Cultural Literacy and Testing. Content Assessment Project. Final Deliverable. 88p. 1mf. L1 ED 319 639

Cultural Traits
Food and Nutrition (Advanced). Performance Objectives and Criterion-Referenced Test Items. 80p. 1mf. L2 ED 318 856

Current Events
Education--An Annotated Bibliography of Current Issues, July-September, 1989. 124p. 2mf. L1 ED 319 406

Curriculum
Key Concepts of Curriculum: Toward Identifying a Field. 24p. 1mf. L1 ED 319 690
Our Children, Our Future. 208p. 3mf. L1 ED 319 841
Perceptions: Volume 24, Numbers 1-4, Fall 1988-Summer 1989. 155p. 2mf. L1 ED 319 204

Curriculum Design
Teaching Technology: Creating Environments for Change. Technical Report No. 45. 13p. 1mf. L2 ED 319 378

Curriculum Development
"Remember the Ladies"--Women in the Curriculum. ERIC Digest. 4p. 1mf. L1 ED 319 652
Academic Development Plan for the Island of Molokai in Hawaii, 1990-1996. 36p. 1mf. L1 ED 319 429
Activities as Instructional Tools: A Framework for Analysis and Evaluation. Occasional Paper 132. 42p. 1mf. L1 ED 319 733
California Education Summit. Meeting the Challenge, the Schools Respond. Final Report (Sacramento, California, December 12-13, 1989). 48p. 1mf. L2 ED 319 120
Case for the Integration of Multicultural Education into the Curricula of Small Southern Rural Colleges and Universities. 25p. 1mf. L1 ED 319 549
Celebrating Diversity: An Investigation of the Teacher Training Program of the Centre for Cultural Resources and Training. 15p. 1mf. L2 ED 319 643
Cultural Literacy and African Education. 36p. 1mf. L1 ED 319 663
Curriculum Management System: A Computer Managed Curriculum. 12p. 1mf. L1 ED 319 679
Designing Faculty Curriculum Leader Roles. 20p. 1mf. L1 ED 319 677
Developing Skills in Geographical Education. 361p. 4mf. L1 ED 319 644
Diversity without Divisiveness: toward Agreement on Fundamental Values for a "One World Curriculum". 11p. 1mf. L1 ED 319 456
Educating At-Risk Youth: Practical Tips for Teachers. 39p. 1mf. L1 ED 319 875
Effects of Videodisc Macrocontexts on Comprehension and Composition of Causally Coherent Stories. 29p. 1mf. L1 ED 318 998
Importance of Women's Studies in Today's Curriculum. 31p. 1mf. L1 ED 319 642
Instructional Alternatives: Rescue Strategies for At-Risk Students. 7p. 1mf. L2 ED 319 132
Instructional Design for Teaching Physical Activities: A Knowledge Structures Approach. 298p. mf. L3 ED 319 729
Integrating Skills into the Teaching of World Civilization. 8p. 1mf. L1 ED 319 453
Key Concepts of Curriculum: Toward Identifying a Field. 24p. 1mf. L1 ED 319 690
Master of Arts and Professional Studies Program. 29p. 1mf. L1 ED 319 337
Rear Guard on the Escalator: The Struggle To Protect the Liberal Arts Core in Higher Education. Occasional Papers, No. 80. 13p. 1mf. L1 ED 319 272
School Community Education Program in New York City 1988-89. Volume III. OREA Evaluation Section Report. 109p. 2mf. L1 ED 319 871
Studying the World and the United Nations System. 182p. mf. L3 ED 319 661

Curriculum Enrichment
Pigeon Roost Massacre: Its Cause and Impact and Pigeon Roost Massacre Lesson Plans. 64p. 1mf. L1 ED 319 649
Teaching about Australia. ERIC Digest. 4p. 1mf. L1 ED 319 651

Curriculum Evaluation
Comprehensive Instructional Managmenent Systems-Communication Arts (CIMS-CA), 1988-89. Evaluation Section Report. OREA REport. 76p. 1mf. L1 ED 319 068
Criteria for the Selection of Drug Abuse Prevention Curricula: A Workbook. 18p. 1mf. L1 ED 319 148
Statewide Assessment and Evaluation of Fourth Grade Mathematics Delivery System. 254p. 3mf. L1 ED 319 761
Teachers' Degree of Satisfaction Concerning the Implementation of an Inquiry-Oriented Secondary Biology Course. 25p. 1mf. L1 ED 319 607

Curriculum Guides
Curriculum and Evaluation Standards for Mathematics Education. ERIC/SMEAC Mathematics Education Digest No. 1, 1990. 4p. 1mf. L1 ED 319 630
Developing and Implementing a Middle School Program To Improve the Achievement of Students in Grade Six through Grade Eight. 126p. 2mf. L1 ED 319 509
Occupational Entrance Course: Language Arts 104, 204, 304. Interim Guide. 128p. 2mf. L1 ED 319 062

Curriculum Problems
Enriching the Compensatory Education Curriculum for Disadvantaged Students. ERIC/CUE Digest No. 61. 4p. 1mf. L1 ED 319 876

Curriculum Research
Key Concepts of Curriculum: Toward Identifying a Field. 24p. 1mf. L1 ED 319 690
Recurring Author: William Shakespeare, a Case Study through Content Analysis. 151p. 2mf. L1 ED 319 042

Cursive Writing
Handwriting: Grade 3 Cursive Practice Book. 133p. 2mf. L2 ED 319 073
Handwriting: Grade 4 Cursive Practice Book. 133p. 2mf. L2 ED 319 074

Dade County Public Schools FL
Evolution of Shared Decision Making in School-Based Management. 7p. 1mf. L1 ED 319 131

Daily Living Skills
In-Service Program To Foster the Teaching of Life Skills to Moderately Retarded Elementary School Students. 56p. 1mf. L1 ED 319 161
Teaching Independent Community Social Skills to the Multihandicapped. 120p. 2mf. L1 ED 319 212
Winterberry City: Map Games and Activities for Language and Problem Solving. 104p. 2mf. L2 ED 319 156

Dallas Independent School District TX
Communicating Evaluation Findings: The Use of a Chart Essay. 27p. 1mf. L1 ED 319 798

Dance
Abstracts of Research Papers 1990. Presented at the Annual Convention Consortium Meetings of the American Alliance for Health, Physical Education, Recreation and Dance (New Orleans, Louisiana, March 28-31, 1990). 355p. 4mf. L2 ED 319 701

Data Analysis
Findings from the NELS:88 Base Year Student Survey. 61p. 1mf. L1 ED 319 747
Putting the "But" Back in Meta-Analysis: Issues Affecting the Validity of Quantitative Reviews. 12p. 1mf. L1 ED 319 784
Statistical Methods Used in "American Educational Research Journal," "Journal of Educational Psychology," and "Sociology of Education" from 1972 through 1987. 34p. 1mf. L1 ED 319 797

Data Collection
CASE: Instructions and Data Specification for Reporting DHHS Obligations to Institutions of Higher Education and Other Nonprofit Organizations. FY 1989. Volume 1. 31p. 1mf. L1 ED 319 288
Challenge of Collecting Stories from Language Disabled Preschool Children. 9p. 1mf. L1 ED 319 160
Indicators of Student Flow Rates in Honduras: An Assessment of an Alternative Methodology, with Two Methodologies for Estimating Student Flow Rates. BRIDGES Research Report No. 6. 45p. 1mf. L1 ED 319 116
Simultaneous Replication: A Technique for Large-Scale Research. 24p. 1mf. L1 ED 319 799
Virginia Community Colleges Transfers to In-State Public Four-Year Colleges and Universities: Data Exchange and Analysis Context. 70p. 1mf. L1 ED 319 459

Data Interpretation
Summarizing Monte Carlo Results in Methodological Research: The Oneway Fixed-Effects ANOVA Case. 30p. 1mf. L1 ED 319 774
Summarizing Monte Carlo Results in Methodological Research. 30p. 1mf. L1 ED 319 775
Task Analyses of Critical Evaluations of Quantitative Arguments: First Steps in Critical Interpretation of Graphically Presented Data. 23p. 1mf. L1 ED 319 604

Data Processing
Micro-ISIS Training Course: Data Processing Principles and Applications. (Databases for Bibliographic Records and Serials, Training Material and Training Institutions, Addresses, and Registration of Mail). 167p. 2mf. L2 ED 319 398

Databases
Micro-ISIS Training Course: Data Processing Principles and Applications. (Databases for Bibliographic Records and Serials, Training Material and Training Institutions, Addresses, and Registration of Mail). 167p. 2mf. L2 ED 319 398

Day Care
Child Care Council of Westchester's "Hope for the Homeless." 8p. 1mf. L1 ED 319 507
Early Child Care and Education, Italian Style: The Reggio Emilia Daycare and Preschool Program. 19p. 1mf. L1 ED 319 483
Effects of Infant Day Care on Children's Social Behavior: An Examination of Within-Group Differences. 20p. 1mf. L1 ED 319 513
ERIC/EECE Digests Related to the Education and Care of Children from Birth through 12 Years of Age. 72p. 1mf. L1 ED 319 537
Financing Child Care through Local Taxes: One City's Bold Attempt. 45p. 1mf. L1 ED 319 531
Hearing on H.R. 3, Early Childhood Education and Development Act. Hearing before the Committee on Education and Labor, House of Representatives. One Hundred First Congress, Second Session (San Francisco, California, January 19, 1990). 173p. 2mf. L1 ED 319 491
Links between Infant Day Care and Family Environment: Care Arrangements and the Role of the Father. 11p. 1mf. L1 ED 319 512
Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #5. 161p. 2mf. L1 ED 319 303
Who Cares for America's Children? Child Care Policy for the 1990s. Panel on Child Care Policy. Prepublication Copy. 362p. 4mf. L1 ED 319 523

Day Care Centers
Alternative Model of Childcare: The Experience of the National Trades Union Congress of Singapore. 22p. 1mf. L1 ED 319 494
Child Care Centers as Workplaces. 42p. 1mf. L1 ED 319 530
Cleveland Association for the Education of Young Children Salary Survey Report: 1988, 1976, 1979, and 1984. 93p. 1mf. L1 ED 319 474
Opening Our Doors: Taking Public Library Service to Preschool and Day-Care Facilities. 28p. 1mf. L1 ED 319 521

Deaf Blind
Guidelines for Special Education Paraprofessionals in Oklahoma. 179p. 2mf. L2 ED 319 221

Deafness
Use of the Cloze Procedure To Measure Reading Comprehension and Language Ability of the Deaf. 89p. 1mf. L2 ED 319 185

Debate
Profile of CEDA Debate Critics. 36p. 1mf. L2 ED 319 081

Debate Tournaments
Profile of CEDA Debate Critics. 36p. 1mf. L2 ED 319 081

Decision Making
Computer Assisted Instruction for Teaching Measurement-Based Clinical Hypothesis Testing. 22p. 1mf. L1 ED 319 756
Essential Role of In-service Programs in Education: Empowerment and Participation. 9p. 1mf. L1 ED 319 699
From School to Higher Education in Australia. 48p. 1mf. L1 ED 319 323
Improving College Management. An Integrated Systems Approach. 594p. mf. L3 ED 319 282
Realities of Implementing a Partnership Program. 10p. 1mf. L1 ED 319 705
Reflective Practitioner and the Curriculum of Teacher Education. 29p. 1mf. L1 ED 319 693

Declining Enrollment
Chicago's Private Elementary and Secondary Schools: Enrollment Trends. 36p. 1mf. L1 ED 319 823

Decoding (Reading)
Microstudy: An Experiment in Second Language Reading Comprehension. 15p. 1mf. L1 ED 319 574
Phonics Skills: Practice Book A, Initial Consonants. Practice in Basic Phonics Skills for Students of All Ages. 98p. 2mf. L2 ED 319 027
Phonics Skills: Practice Book B, Medial and Final Consonants. Practice in Basic Phonics Skills for Students of All Ages. 98p. 2mf. L2 ED 319 028
Phonics Skills: Practice Book C, Short and Long Vowels. Practice in Basic Phonics Skills for Students of All Ages. 98p. 2mf. L2 ED 319 029
Phonics Skills: Practice Book D, Vowel Combinations. Practice in Basic Phonics Skills for Students of All Ages. 98p. 2mf. L2 ED 319 030
Phonics Skills: Practice Book E, Blends and Digraphs. Practice in Basic Phonics Skills for Students of All Ages. 98p. 2mf. L2 ED 319 031

Definitions
Inclusive Education: Toward the Maximum Potential. LRE Bows to the Least Restrictive Alternative. A Bibliography and Directory. 54p. 1mf. L1 ED 319 172

Degree Requirements
Graduate Student Handbook. 63p. 1mf. L1 ED 319 274

Delinquency
Substance Abuse among Juvenile Delinquents and Gang Members. Prevention Research Update Number Six, Spring 1990. 43p. 1mf. L1 ED 319 149

Delivery Systems
"Optimal Practice Inventory for the Severely Handicapped Including Deaf/Blind." Results of the Survey. 43p. 1mf. L1 ED 319 174
Aphasia Rehabilitation in Asia and the Pacific Region: Japan, China, India, Australia and New Zealand. Monograph #45. 90p. 1mf. L1 ED 319 225
Caught in the Cross Currents: What's Happened to Children--and People Who Work for Children--in the Ten Years since the International Year of the Child. A Review of NGO/UN Action for Children 1979-1989, Commissioned by the NGO Committee on UNICEF. 71p. 1mf. L1 ED 319 478
Data Report on Programs for the Handicapped, 1988-89. 34p. 1mf. L1 ED 319 208
Evaluating Recreation Programmes with Disabled Participants. 7p. 1mf. L1 ED 319 714
Guidelines for Integration of Learners with Severe Handicaps. Derived from Experiences of Indiana's Federal Statewide Systems Change Project. 135p. 2mf. L1 ED 319 173
Identifying and Serving the Gifted New Immigrant/Refugee: Problems, Strategies, Implications. 30p. 1mf. L1 ED 319 209
Opening Our Doors: Taking Public Library Service to Preschool and Day-Care Facilities. 28p. 1mf. L1 ED 319 521
Provision of Children's Services Within Battered Women's Shelters: A Model Children's Program. 85p. 1mf. L1 ED 318 977
Road Map to Transition for Young Adults with Severe Disabilities. 47p. 1mf. L1 ED 319 201
Who Cares for America's Children? Child Care Policy for the 1990s. Panel on Child Care Policy. Prepublication Copy. 362p. 4mf. L1 ED 319 523

Demands (Speech Acts)
Predicting Children's Problem Behaviors from the Content of Maternal Demands. 13p. 1mf. L1 ED 319 518

Democracy
China's Student Protest 1989. 8p. 1mf. L1 ED 319 654
Democracy: What It Is, How To Teach It. 13p. 1mf. L1 ED 319 650
Library and Information Services for Democracy. A Select ERIC Bibliography Prepared on a Theme of the 1991 White House Conference on Library and Information Services. ERIC/IR Mini-Bib. 4p. 1mf. L1 ED 319 414

Democratic Values
Democracy: What It Is, How To Teach It. 13p. 1mf. L1 ED 319 650

Demography
2020 Perfect Vision for the Next Century: An Environmental Scan. 128p. 2mf. L1 ED 319 451

Demonstration Programs
Believing Once Again: Solutions Addressing the Plight of Challenged Youth. Executive Summary. 23p. 1mf. L1 ED 319 817
Special Projects: Meeting Special Needs. 13p. 1mf. L1 ED 319 569

Demonstrations (Civil)
China's Student Protest 1989. 8p. 1mf. L1 ED 319 654

Desegregation Effects
Review of Research on School Desegregation's Impact on Elementary and Secondary School Students. 54p. 1mf. L1 ED 319 825
Review of Research on School Desegregation's Impact on Black Americans. 78p. 1mf. L1 ED 319 826

Desegregation Plans
Controlled Choice in Boston: The First Year. 82p. 1mf. L1 ED 319 858

Design Requirements
From Barrier Free to Safe Environments: The New Zealand Experience. Monograph #44. 110p. 2mf. L1 ED 319 224

Deterioration (Books)
Information Sources on Scientific Research Related to the Preservation of Books, Paper, and Adhesives. Directory. 31p. 1mf. L1 ED 319 405

Developing Nations
Challenge of Early Childhood Care and Education: An Agenda for Action. 17p. 1mf. L1 ED 319 522
Culture, Gender and Education in Rural Development with Special Emphasis on Ethiopia. 16p. 1mf. L1 ED 319 480
Development Communication Report, 1989/1-4, Nos. 64-67. 70p. 1mf. L1 ED 319 394
Dilemmas of a Successful People's Education Movement in India. 58p. 1mf. L1 ED 319 095
Domestic/International Field Center for Intercultural Education in Built Environment: Final Report. 41p. 1mf. L1 ED 319 340
Education and Its Relation to Economic Growth, Poverty, and Income Distribution: Past Evidence and Further Analysis. World Bank Discussion Paper 46. 127p. 2mf. L2 ED 319 669
Growth of English as the Language of Global Satellite Telecommunications. 15p. 1mf. L1 ED 319 368
Indicators of Student Flow Rates in Honduras: An Assessment of an Alternative Methodology, with Two Methodologies for Estimating Student Flow Rates. BRIDGES Research Report No. 6. 45p. 1mf. L1 ED 319 116
Librarianship and Documentation Studies: A Handbook of Teaching and Learning Materials. Volume 3. 88p. 1mf. L1 ED 319 410
Overview of Design, Implementation, and Transfer Considerations for the International Use of Instructional Video. 7p. 1mf. L2 ED 319 400
Peace Corps Programming and Training System Manual. Training Manual T0054. 333p. 4mf. L1 ED 318 881
Resources for Teaching about the Social Impact of AIDS in Africa. 26p. 1mf. L1 ED 319 656
Willingness To Pay for Education in Developing Countries: Evidence from Rural Peru. Living Standards Measurement Study Working Paper No. 54. 59p. 1mf. L2 ED 319 668

Development Communication
Development Communication Report, 1989/1-4, Nos. 64-67. 70p. 1mf. L1 ED 319 394

Developmental Continuity
Five Position Statements of the Southern Association on Children Under 6 (SACUS): (1) Employer Sponsored Child Care; (2) Developmentally Appropriate Assessment; (3) Continuity of Learning for Four-to-Seven-Year-old Children; (4) Quality Child Care; (5) Multicultural Education 41p. 1mf. L2 ED 319 493

Developmental Disabilities
In-Service Program To Foster the Teaching of Life Skills to Moderately Retarded Elementary School Students. 56p. 1mf. L1 ED 319 161
Living in the Community: A Comparative Study of Foster Homes and Small Group Homes for People with Mental Retardation. Project Report 28. 215p. 3mf. L1 ED 319 199

Developmental Stages
Study of Children's Computer-Generated Graphics. 39p. 1mf. L1 ED 319 504

Developmental Studies Programs
Developmental Studies Department Special Services Project: Rockland Community College, 1988-1989. 85p. 1mf. L1 ED 319 427

Developmentally Appropriate Programs
Frequencies of Observed Stress Behaviors in Kindergarten Children: A Comparison of Developmentally Appropriate and Inappropriate Classrooms. 24p. 1mf. L1 ED 319 484
Study of "Developmentally Appropriate" Kindergarten Programs in Practice. 45p. 1mf. L1 ED 319 527
Teacher's Ongoing Role in Creating a Developmentally Appropriate Early Childhood Program: A Self-Study Process for Teachers of Children Ages 5-8. 44p. 1mf. L1 ED 319 520

Deviance
Substance Abuse among Juvenile Delinquents and Gang Members. Prevention Research Update Number Six, Spring 1990. 43p. 1mf. L1 ED 319 149

Dewey (John)
Self-Directed Learning: A Deweyan Reconstruction. 14p. 1mf. L1 ED 319 769

Diagnostic Statistical Manual of Mental Dis
DSM-III-R: Professional Implications and Revisions for Mental Health Counselors. 22p. 1mf. L1 ED 318 969

Diagnostic Tests
Assessment of Attention Deficit Disorder Using a Thematic Apperception Technique. 25p. 1mf. L1 ED 319 793
Tests on the Pathway to a Health Career. 59p. 1mf. L1 ED 319 305

Diagrams
Effects of Using Diagrams and Texts To Teach Verbal Chains: A Comparison of Gender and College Major. 14p. 1mf. L1 ED 319 719

Dichotomous Search Strategies
Dichotomous Search Strategies for Computerized Adaptive Testing. 21p. 1mf. L1 ED 319 749

Diesel Engines
Diesel Electrical Systems. Teacher Edition (Revised). 414p. 5mf. L2 ED 318 917
Diesel Fuel Systems. Teacher Edition (Revised). 312p. 4mf. L2 ED 318 918
Diesel Fundamentals. Teacher Edition (Revised). 1055p. 11mf. L2 ED 318 922

Difficulty Level
Estimate of Difficulty and Dimensional Strengths of Test Items That Measure More Than One Ability. 20p. 1mf. L1 ED 319 750

Diffusion (Communication)
Initiating and Supporting Curriculum Delivery and Implementation: Review of Relevant Literature. 74p. 1mf. L1 ED 319 121

Digital Computers
Automotive Electronics. Teacher Edition (Revised). 412p. 5mf. L2 ED 318 916

Digraphs
Phonics Skills: Practice Book E, Blends and Digraphs. Practice in Basic Phonics Skills for Students of All Ages. 98p. 2mf. L2 ED 319 031

Disabilities
Advancing Technology Use: Barriers to Research Utilization. 29p. 1mf. L1 ED 319 189
Annual Report to Membership, 1987. The President's Committee on Employment of the Handicapped. 38p. 1mf. L1 ED 319 164
Annual Report 1987-1988. The President's Committee on Employment of the Handicapped. 30p. 1mf. L1 ED 319 165
Assistive Technology Resource Directory. 73p. 1mf. L1 ED 319 191
Class Size Reduction Policies: Survey Results. 33p. 1mf. L1 ED 319 206
Data Report on Programs for the Handicapped, 1988-89. 34p. 1mf. L1 ED 319 208
Directory of Selected Early Childhood Programs, 1989-1990. 295p. 4mf. L1 ED 319 183
Educating Handicapped Young People in Eastern and Southern Africa in 1981-83. 157p. 2mf. L2 ED 319 218
Effects of Parent Training on the Behavior Problems in the Home of Preschool Handicapped Children. 55p. 1mf. L1 ED 319 216
Evaluating Recreation Programmes with Disabled Participants. 7p. 1mf. L1 ED 319 714
Fiscal Year 1988 Report. The President's Committee on Employment of People with Disabilities. 13p. 1mf. L1 ED 319 166
Generation of Policy Options: The Family. 37p. 1mf. L1 ED 319 168
Inclusive Education: Toward the Maximum Potential. LRE Bows to the Least Restrictive Alternative. A Bibliography and Directory. 54p. 1mf. L1 ED 319 172
Lekotek Center. Check This Out Series. 4p. 1mf. L1 ED 319 409
Manual for the Employability Maturity Interview. 38p. 1mf. L1 ED 319 196
Manual for the Occupational Report. 39p. 1mf. L1 ED 319 198
Manual for the Vocational Personality Report. 43p. 1mf. L1 ED 319 195
Manual for the Work Performance Assessment. 75p. 1mf. L1 ED 319 197
Manual for the Work Personality Profile. 43p. 1mf. L1 ED 319 194

(Continued)

Disabilities *(Continued)*

Maternal and Child Health Research Program: I. Active Projects, 1988. 200p. 3mf. L1 ED 319 188

Oklahoma State Plan, FY 88-90: Part B of the Education of the Handicapped Act as amended by Public Law 94-142. 516p. 6mf. L1 ED 319 219

Physician Involvement in Planning for P.L. 99-457 Part H: Interagency Coordinating Council Roles and System Planning Issues. 47p. 1mf. L1 ED 319 170

Policies and Procedures Manual for Special Education in Oklahoma. 117p. 2mf. L1 ED 319 220

Prevention, The Beginning of the Rehabilitation Process: A View from New Zealand. Monograph #46. 51p. 1mf. L1 ED 319 226

Recruitment Program for Critical Shortage Elementary Level Special Education Teachers and Related Service Personnel. 126p. 2mf. L1 ED 319 158

Secondary Transition Intervention Effectiveness: Fourth Annual Report. 145p. 2mf. L1 ED 319 222

Special Education in America's Cities: A Descriptive Study. 120p. 2mf. L2 ED 319 187

Special Education: Estimates of Handicapped Indian Preschoolers and Sufficiency of Services. Briefing Report to Congressional Requesters. 69p. 1mf. L1 ED 319 178

Staff to Student Ratios: Class Size/Caseload. Volumes 1, 2, and 3. 1180p. 13mf. L1 ED 319 205

States' Progress Related to Fourteen Components of PL 99-457, Part H. 50p. 1mf. L1 ED 319 169

Student Self-Management To Increase On-Task Behavior, Research Brief for Teachers T3. 3p. 1mf. L1 ED 319 227

Winterberry City: Map Games and Activities for Language and Problem Solving. 104p. 2mf. L2 ED 319 156

Disadvantaged

Enriching the Compensatory Education Curriculum for Disadvantaged Students. ERIC/CUE Digest No. 61. 4p. 1mf. L1 ED 319 876

Head Start Success Stories. 55p. 1mf. L1 ED 319 481

Tests on the Pathway to a Health Career. 59p. 1mf. L1 ED 319 305

Disadvantaged Youth

Believing Once Again: Solutions Addressing the Plight of Challenged Youth. Executive Summary. 23p. 1mf. L1 ED 319 817

Collaborative Intervention Approaches for At-Risk Youth: The Pittsburgh Experience. 28p. 1mf. L1 ED 319 816

Residency and Guardianship Requirements as Barriers to the Education of Homeless Children and Youth. 38p. 1mf. L1 ED 319 845

Disciplinary Styles

Maternal and Paternal Disciplinary Styles: Relations with Preschoolers' Behavioral Orientations and Sociometric Status. 39p. 1mf. L1 ED 319 486

Discipline

Maternal and Paternal Disciplinary Styles: Relations with Preschoolers' Behavioral Orientations and Sociometric Status. 39p. 1mf. L1 ED 319 486

Pupil Control in the School Climate. 36p. 1mf. L1 ED 319 692

Troublesome Behaviour in the Classroom. A Teachers' Survival Guide. 171p. mf. L3 ED 319 686

Discourse Analysis

Discourse Analysis of Collaborative Groups: Exploring the Role of Gender in Conversation. 44p. 1mf. L1 ED 319 049

Some Sources of Written Genre Interference in the Work of Basic Writers. 17p. 1mf. L1 ED 319 064

Discourse Modes

From Opposition to Resistance: Popular Culture and the Composition Classroom. 12p. 1mf. L2 ED 319 041

Growth and Conflict in Basic Writing. 12p. 1mf. L1 ED 319 056

Discovery Learning

Teaching Technology: Creating Environments for Change. Technical Report No. 45. 13p. 1mf. L2 ED 319 378

Discussion (Teaching Technique)

Discourse Analysis of Collaborative Groups: Exploring the Role of Gender in Conversation. 44p. 1mf. L1 ED 319 049

Teacher/Researcher Collaboration, Teacher Change, and Reading Group Discussions: "What Can't My Kids Do?" 14p. 1mf. L1 ED 319 014

Disease Control

Nutrition Learning Packages. 177p. 2mf. L2 ED 319 723

Diseases

Attention to Language in Day Care Attending Children: A Mediating Factor in the Developmental Effects of Otitis Media. 15p. 1mf. L1 ED 319 511

Picture of Health for Midlife and Older Women in America. Mother's Day Report 1987. 13p. 1mf. L1 ED 318 906

Dislocated Workers

Professional Preparation for Rural Teachers: Growing Your Own. 9p. 1mf. L1 ED 319 542

Dismissal (Personnel)

Administrator Tenure Statutes and Other Legislative Protection of Position. A Legal Memorandum. 6p. 1mf. L2 ED 319 122

Disruptive Behavior

Behavior Modification Project: Reducing and Controlling Calling Out Behaviors. 12p. 1mf. L1 ED 319 171

Dissent

Disagreement Can Be Inviting: A Cooperative Learning Approach. 20p. 1mf. L1 ED 319 738

Distance Education

Computer-Supported Collaborative Learning in a Multi-Media Distance Education Environment. 17p. 1mf. L1 ED 319 381

Development Communication Report, 1989/1-4, Nos. 64-67. 70p. 1mf. L1 ED 319 394

Distance Education, Efficiency and Scientific Management: Some Doubts. ESTR Occasional Paper Number 12. 24p. 1mf. L1 ED 318 911

Distance Learning Evaluation Study, Phase I. A Study of North Dakota and Missouri Schools Implementing German I by Satellite. Descriptive Statistical Report. 54p. 1mf. L1 ED 319 382

From Slates to Satellites. Report on Open Learning with New Technologies for Rural Communities. 43p. 1mf. L1 ED 319 396

Sharing Innovative Strategies for Self-Learning Materials. A Monograph. 65p. 1mf. L2 ED 318 885

Study of Distance Education Policies in State Education Agencies. 35p. 1mf. L1 ED 319 402

Telecommunications in Teacher Education: Closing the Gap between University and Extension Programs. 15p. 1mf. L1 ED 319 678

Distinctive Features (Language)

Foreign Workers and Foreign Workers' German. 19p. 1mf. L1 ED 319 257

Distractibility

Attention to Language in Day Care Attending Children: A Mediating Factor in the Developmental Effects of Otitis Media. 15p. 1mf. L1 ED 319 511

District of Columbia

Our Children, Our Future. 208p. 3mf. L1 ED 319 841

Divorce

Ward Doesn't Live Here Anymore. 15p. 1mf. L2 ED 318 956

Doctoral Programs

Continuity and Change in the Highest-Ranked Ph.D.-Granting Departments of English, 1925-1982. 46p. 1mf. L1 ED 319 311

Dominant Behavior

Women's Dominance with Men Revisited: What if She Is More Intelligent? 11p. 1mf. L1 ED 318 966

Drama

Cross-Cultural Team Teaching: E-mail for Literary Analysis. 18p. 1mf. L1 ED 319 060

First Grade Children's Comprehension and Recall of "Noodle Doodle Box." A Final Report. 168p. 2mf. L1 ED 319 532

Dramatic Play

"I Can Read That": Using Logos in the Early Childhood Classroom. 8p. 1mf. L1 ED 319 535

Dropout Characteristics

Assessment of Risk Factors in a Student Population. 10p. 1mf. L1 ED 319 832

Graduating and Dropping Out of High School in the South Bronx. 14p. 1mf. L1 ED 319 852

School-Community-Business Partnerships. Building Foundations for Dropout Prevention. 57p. 1mf. L1 ED 318 894

Dropout Prevention

Assessment of Risk Factors in a Student Population. 10p. 1mf. L1 ED 319 832

At-Risk Youth in Vermont: A Resource Directory. 86p. 1mf. L1 ED 319 855

Current Practices: Future Directions. Outreach Meeting Report (3rd, Portland, Oregon, May 3, 1989). 15p. 1mf. L1 ED 319 551

Instructional Alternatives: Rescue Strategies for At-Risk Students. 7p. 1mf. L2 ED 319 132

Mentoring Programs for At-Risk Youth: A Dropout Prevention Research Report. 38p. 1mf. L1 ED 318 931

Operation Rescue, Corsicana: An Early Intervention Program. 19p. 1mf. L1 ED 319 133

Organizational Culture and Correlates of Effectiveness in California's Dropout Prevention Programs. 25p. 1mf. L1 ED 319 786

School-Community-Business Partnerships. Building Foundations for Dropout Prevention. 57p. 1mf. L1 ED 318 894

Statewide School Dropout Identification and Strategy Development Program: Does It Work? 20p. 1mf. L1 ED 319 796

Urban Academy: A Dropout Prevention and Demonstration Project 1988-89. OREA Report. 24p. 1mf. L1 ED 319 873

Youth. A National Stay-in-School Initiative = Jeunesse. Projet national d'incitation a la poursuite des etudes. 37p. 1mf. L2 ED 319 820

Dropout Programs

Mobilizing Resources to Better Serve Children At-Risk. Bulletin No. 0067. 124p. 2mf. L1 ED 319 865

Dropout Rate

Persistence and Graduation Rates at Germanna Community College, Fall Quarter 1981 through Fall Quarter 1986. 25p. 1mf. L1 ED 319 436

Dropouts

Elaboration of Tinto's Model of College Student Departure: A Qualitative Study of Freshman Experiences. 32p. 1mf. L1 ED 318 926

Graduating and Dropping Out of High School in the South Bronx. 14p. 1mf. L1 ED 319 852

High School Dropouts among Foreign-Born Whites, Hispanics, and Asians. 37p. 1mf. L2 ED 319 827

Undergraduate Completion and Persistence at Four-Year Colleges and Universities: Completers, Persisters, Stopouts, and Dropouts. 36p. 1mf. L1 ED 319 343

Youth. A National Stay-in-School Initiative = Jeunesse. Projet national d'incitation a la poursuite des etudes. 37p. 1mf. L2 ED 319 820

Drug Abuse

AIDS: What Young Adults Should Know. Instructor's Guide. Student Guide. Second Edition. 111p. 2mf. L2 ED 319 700

Alcohol and Other Drugs. A Guide for College Presidents and Governing Boards. 41p. 1mf. L1 ED 319 287

Criteria for the Selection of Drug Abuse Prevention Curricula: A Workbook. 18p. 1mf. L1 ED 319 148

Drug Abuse: A Community College Response. 11p. 1mf. L1 ED 319 419

Federal Drug Data for National Policy. 17p. 1mf. L1 ED 318 928

IMPACT: An Early Intervention Demonstration Project. Abbreviated Version. 21p. 1mf. L1 ED 318 954

Role of Education in Drug Abuse Programs. 32p. 1mf. L1 ED 318 933

Drug Education

Criteria for the Selection of Drug Abuse Prevention Curricula: A Workbook. 18p. 1mf. L1 ED 319 148

Drug Abuse: A Community College Response. 11p. 1mf. L1 ED 319 419

Hearing on H.R. 3, Early Childhood Education and Development Act. Hearing before the Committee on Education and Labor, House of Representatives. One Hundred First Congress, Second Session (San Francisco, California, January 19, 1990). 173p. 2mf. L1 ED 319 491

Role of Education in Drug Abuse Programs. 32p. 1mf. L1 ED 318 933

Dual Career Family

Dual Career Couples in the University: Policies and Problems. 25p. 1mf. L1 ED 318 938

Links between Infant Day Care and Family Environment: Care Arrangements and the Role of the Father. 11p. 1mf. L1 ED 319 512

Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #3. 46p. 1mf. L1 ED 319 301

Dyadic Adjustment

Relationships between Parenting Stress, Marital Stress, and Social Support for Mothers and Fathers. 11p. 1mf. L1 ED 319 515

Early Admission

Early Admission to Kindergarten and First Grade. 8p. 1mf. L1 ED 319 528

Early Childhood Education

Challenge of Early Childhood Care and Education: An Agenda for Action. 17p. 1mf. L1 ED 319 522

Economic and Social Benefits of Early Childhood Education. Hearing before the Subcommittee on Education and Health of the Joint Economic Committee, Congress of the United States. One Hundred First Congress, First Session. 132p. 2mf. L1 ED 319 485

Effective Extension Model for Early Childhood Education. 24p. 1mf. L1 ED 319 458

ERIC/EECE Digests Related to the Education and Care of Children from Birth through 12 Years of Age. 72p. 1mf. L1 ED 319 537

Five Position Statements of the Southern Association on Children Under 6 (SACUS): (1) Employer Sponsored Child Care; (2) Developmentally Appropriate Assessment; (3) Continuity of Learning for Four-to-Seven-Year-old Children; (4) Quality Child Care; (5) Multicultural Education 41p. 1mf. L2 ED 319 493

Social Play in Toddlers: Teacher Intrusions. 15p. 1mf. L1 ED 319 529

Study of "Developmentally Appropriate" Kindergarten Programs in Practice. 45p. 1mf. L1 ED 319 527

Early Experience

Adult Experience of Anger: Implications for Research on Children. 16p. 1mf. L1 ED 319 524

Early Intervention

Directory of Selected Early Childhood Programs, 1989-1990. 295p. 4mf. L1 ED 319 183

Generation of Policy Options: The Family. 37p. 1mf. L1 ED 319 168

Parent Articles for Early Intervention. 235p. 3mf. L2 ED 319 153

Physician Involvement in Planning for P.L. 99-457 Part H: Interagency Coordinating Council Roles and System Planning Issues. 47p. 1mf. L1 ED 319 170

Project SOLID START. 9p. 1mf. L1 ED 319 490

States' Progress Related to Fourteen Components of PL 99-457, Part H. 50p. 1mf. L1 ED 319 169

Early Parenthood

Teenage Parenthood, Poverty and Dependency: Do We Know How To Help? Background Briefing Report and Meeting Highlights. 39p. 1mf. L1 ED 318 887

Early Retirement

Impact of Universities' ERPs? 17p. 1mf. L1 ED 319 286

New Patterns of Transition to Retirement in West Germany. 25p. 1mf. L1 ED 318 851

Earth Lab

Local and Long Distance Computer Networking for Science Classrooms. Technical Report No. 43. 11p. 1mf. L2 ED 319 376

Ecology

Microworlds to Macroworlds: Conceptual Transfer and Activity Setting. Technical Report No. 46. 20p. 1mf. L2 ED 319 379

Economic Change

Southeast's 21st Challenge...The Need To Build a Quality Workforce. 71p. 1mf. L1 ED 318 871

Economic Development

America's Hidden Treasure. The Urgent Need To Recognize and Promote the Nation's Vocational-Technical Education System. A Report to the American People. 53p. 1mf. L1 ED 318 898

Change and Progress Start with Education. 7p. 1mf. L1 ED 319 123

Community Education and Economic Development: Activities in the Field and Potential New Models. 104p. 2mf. L1 ED 318 892

Seizing the Future: A Commitment to Competitiveness. 31p. 1mf. L1 ED 318 866

Economic Factors

Economic and Social Benefits of Early Childhood Education. Hearing before the Subcommittee on Education and Health of the Joint Economic Committee, Congress of the United States. One Hundred First Congress, First Session. 132p. 2mf. L1 ED 319 485

Education and Its Relation to Economic Growth, Poverty, and Income Distribution: Past Evidence and Further Analysis. World Bank Discussion Paper 46. 127p. 2mf. L2 ED 319 669

Metropolitan Housing Opportunities for Poor and Working Class Minorities. 56p. 1mf. L2 ED 319 846

Rural Disadvantage: Growing Income Disparities between Rural and Urban Areas. 31p. 1mf. L2 ED 319 857

Success for Every Child: The Teachers We Need for the 1990s and Beyond. 34p. 1mf. L1 ED 319 708

Willingness To Pay for Education in Developing Countries: Evidence from Rural Peru. Living Standards Measurement Study Working Paper No. 54. 59p. 1mf. L2 ED 319 668

Economic Research

Education and Its Relation to Economic Growth, Poverty, and Income Distribution: Past Evidence and Further Analysis. World Bank Discussion Paper 46. 127p. 2mf. L2 ED 319 669

Economic Status

Annual Report on the Economic Status of the Profession, 1989-90. 97p. 2mf. L1 ED 319 292

Hispanic Poverty: How Much Does Immigration Explain? Proceedings from the Roundtable (Washington, D.C., November 27, 1989). 40p. 1mf. L1 ED 319 853

Reallocation of Financial Aid from Poor to Middle Income and Affluent Students, 1978 to 1990. ACT Student Financial Aid Research Report Series 90-2. 75p. 1mf. L1 ED 319 312

Road to Poverty: A Report on the Economic Status of Midlife and Older Women in America. Mother's Day Report 1988. 13p. 1mf. L1 ED 318 907

Economically Disadvantaged

Relationship between Chapter 1 and Special Education Services for Mildly Handicapped Students: A Substudy of the National Assessment of Chapter 1. 95p. 1mf. L1 ED 319 186

Serving Economically Depressed Areas. Report 12. 23p. 1mf. L1 ED 318 876

Southeast's 21st Challenge...The Need To Build a Quality Workforce. 71p. 1mf. L1 ED 318 871

Education Consolidation and Improvement Act

Relationship between Chapter 1 and Special Education Services for Mildly Handicapped Students: A Substudy of the National Assessment of Chapter 1. 95p. 1mf. L1 ED 319 186

Education Consolidation Improvement Act Cha

Chapter 1 Reading Skills Center Program 1988-89. Evaluation Section Report. 48p. 1mf. L1 ED 319 009

Colorado 1988 Annual ECIA Chapter 2 Report: Public Law 97-35. 49p. 1mf. L1 ED 319 573

D.S.E. Citywide Chapter 1, Part B Institutionalized Facilities Program 1988-89. 33p. 1mf. L1 ED 319 849

Enriching the Compensatory Education Curriculum for Disadvantaged Students. ERIC/CUE Digest No. 61. 4p. 1mf. L1 ED 319 876

Kentucky Chapter 1 Program Improvement Guide. 42p. 1mf. L1 ED 319 856

Review of Information on Institutionalized Youths and the ECIA Chapter I Neglected or Delinquent Program. 53p. 1mf. L1 ED 319 838

Education for Economic Security Act 1984

State Needs Assessments, Title II EESA: A Summary Report. 36p. 1mf. L1 ED 319 124

Education Majors

Graduate Student Concerns: A Study of a College of Education. 35p. 1mf. L1 ED 319 345

Education of the Handicapped Act Amendments

Generation of Policy Options: The Family. 37p. 1mf. L1 ED 319 168

Physician Involvement in Planning for P.L. 99-457 Part H: Interagency Coordinating Council Roles and System Planning Issues. 47p. 1mf. L1 ED 319 170

States' Progress Related to Fourteen Components of PL 99-457, Part H. 50p. 1mf. L1 ED 319 169

Education Service Centers

Natural Science Centers: Directory. 429p. 5mf. L2 ED 319 619

Education Work Relationship

Content of General Education in Relation to Occupational Training. Country Experiences. 72p. 1mf. L2 ED 318 884

Dialogue with Educational Leaders: Implications for Policy. Report 2. 39p. 1mf. L1 ED 318 872

Evaluating Post-School Transition of Secondary Students with Moderate to Severe Handicaps. Final Report. 42p. 1mf. L1 ED 319 202

Globally Competitive People: Final Report to the Human Resource Committee. 74p. 1mf. L1 ED 318 868

Jobs in the Future. ERIC Digest No. 95. 3p. 1mf. L1 ED 318 913

New Hampshire Technical Colleges & Institute Graduate Placement Report, 1989. 21p. 1mf. L1 ED 318 862

Road Map to Transition for Young Adults with Severe Disabilities. 47p. 1mf. L1 ED 319 201

Secondary Transition Intervention Effectiveness: Fourth Annual Report. 145p. 2mf. L1 ED 319 222

Training America. Learning to Work for the 21st Century. 21p. 1mf. L1 ED 318 840

Educational Adequacy

Capital Outlay: A Critical Concern in Rural Education. ERIC Digest. 3p. 1mf. L1 ED 319 583

Educational Administration

Distance Education, Efficiency and Scientific Management: Some Doubts. ESTR Occasional Paper Number 12. 24p. 1mf. L1 ED 318 911

Implementing CPVE. Practical Advice on Designing, Operating and Evaluating CPVE. 55p. 1mf. L1 ED 318 897

Minorities and Women in Educational Administration. 17p. 1mf. L1 ED 319 110

NCPEA--UCEA: Converging Missions. 11p. 1mf. L1 ED 319 114

Safety Management Systems. 30p. 1mf. L1 ED 318 896

View from the Inside: An Action Plan for Gender Equity in New York State Educational Administration. Report of the Select Seminar on Women in Educational Administration. 35p. 1mf. L1 ED 319 144

Educational Anthropology

Ethnographic Approach for Examining Participants' Construction of a Cooperative Learning Classroom Culture. 38p. 1mf. L1 ED 319 083

Educational Assessment

Assessment of Basic Oral Communication Skills. A Selected, Annotated Bibliography. Second Edition. 5p. 1mf. L2 ED 319 086

Assessment of What Grade 5 Students Know about Science Text and Science Reading. A Preliminary Report. 53p. 1mf. L1 ED 319 589

Bangs Receptive Vocabulary Checklist: Manual and Stimulus Book. 90p. 1mf. L2 ED 319 155

California Education Summit. Meeting the Challenge, the Schools Respond. Background Papers. 117p. 2mf. L2 ED 319 119

Conceptual Changes and Their Implications for Performance Assessment. Recent Developments in Methodology for Administrator Assessment Centers. 13p. 1mf. L1 ED 319 760

Development of an Effectiveness Criteria Model for Evaluating Vocational Education. 17p. 1mf. L1 ED 319 802

National Goals for Education. 10p. 1mf. L1 ED 319 143

On the Move: Migrant Education 1987-88. 21p. 1mf. L1 ED 319 571

Selected Speeches, Addresses, Remarks, and Testimony of the Assistant Secretary of Education for Educational Research and Improvement, October 23-December 11, 1989. 89p. 1mf. L1 ED 319 108

State Needs Assessments, Title II EESA: A Summary Report. 36p. 1mf. L1 ED 319 124

State of Assessment Programs: What Are State-Wide Assessment Programs Doing? 42p. 1mf. L2 ED 319 808

Teacher's Ongoing Role in Creating a Developmentally Appropriate Early Childhood Program: A Self-Study Process for Teachers of Children Ages 5-8. 44p. 1mf. L1 ED 319 520

Educational Attainment

Educational Attainment of Children of Immigrants. 25p. 1mf. L2 ED 319 829

Ethnicity, Immigrant Generation Status, and School Attainment of Asians, Hispanics and Non-Hispanic Whites. 52p. 1mf. L2 ED 319 828

Gender Differences in Educational Attainment among Asian Americans in the High-School-and-Beyond Senior-Cohort Third Follow-Up Survey. 18p. 1mf. L1 ED 319 844

Educational Change

Bibliography of Research Related to Secondary Education. 136p. 2mf. L1 ED 319 147

California Education Summit. Meeting the Challenge, the Schools Respond. Background Papers. 117p. 2mf. L2 ED 319 119

California Education Summit. Meeting the Challenge, the Schools Respond. Final Report (Sacramento, California, December 12-13, 1989). 48p. 1mf. L2 ED 319 120

Current State Science Assessments: Is Something Better Than Nothing? 30p. 1mf. L1 ED 319 763

Education Politics for the New Century: The Twentieth Anniversary Yearbook of the Politics of Education Association. Falmer Press Education Policy Perspectives Series. 178p. 2mf. L1 ED 319 140

Educational Excellence Act of 1989. Hearing on S. 695 To Promote Excellence in American Education by Recognizing and Rewarding Schools, Teachers, and Students for Their Outstanding Achievements, Enhancing Parental Choice, Encouraging the Study of Science, Mathematics, and Engineering, and for Other Purposes, before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United States Senate, One Hundred First Congress, First Session. 341p. 4mf. L1 ED 319 105

Kentucky Chapter 1 Program Improvement Guide. 42p. 1mf. L1 ED 319 856

Making of a Professor. 12p. 1mf. L1 ED 319 295

Making Sense of School Budgets: A Citizen's Guide to Local Public Education Spending. 53p. 1mf. L1 ED 319 094

NCPEA--UCEA: Converging Missions. 11p. 1mf. L1 ED 319 114

Nelson Rockefeller and the Politics of Higher Education in New York State. 29p. 1mf. L1 ED 319 271

Reshaping School Mathematics: A Philosophy and Framework for Curriculum. 72p. 1mf. L2 ED 319 588

Rethinking the Curriculum To Meet the Needs of Underprepared, Underrepresented, and Economically Disadvantaged Students: Majors and Courses for the 21st Century. 12p. 1mf. L1 ED 319 467

Schools for the Twenty-First Century: Leadership Imperatives for Educational Reform. 164p. mf. L3 ED 319 128

Symposium on "Experiences of Innovation in Primary Education in the Netherlands" (Noordwijkerhout, Netherlands, October 24-28, 1988). The CDCC's Project No. 8: "Innovation in Primary Education." 66p. 1mf. L2 ED 319 503

Theory and Concepts in Qualitative Research: A Theory of Methodology in a Study of Directed Change. 27p. 1mf. L1 ED 319 759

Voices in American Education: Conversations with Patricia Biehl, Derek Bok, Daniel Callahan, Robert Coles, Edwin Dorn, Georgie Anne Geyer, Henry Giroux, Ralph Ketcham, Christopher Lasch, Elizabeth Minnich, Frank Newman, Robert Payton, Douglas Sloan, and Manfred Stanley. 220p. mf. L3 ED 319 137

Wisconsin's Educational Reform: Patterns of Adoption. 23p. 1mf. L1 ED 319 093

Educational Cooperation

Annual Report of the Intersegmental Coordinating Council to the California Education Round Table. 72p. 1mf. L1 ED 319 463

Exploring Common Ground: A Report on Business/Academic Partnerships. 227p. 3mf. L1 ED 319 314

Educational Counseling

Developmental Studies Department Special Services Project: Rockland Community College, 1988-1989. 85p. 1mf. L1 ED 319 427

Educational Criticism

Back to the Future. 18p. 1mf. L1 ED 319 045

Educational Development

Dilemmas of a Successful People's Education Movement in India. 58p. 1mf. L1 ED 319 095

One-Person Development Office. 54p. 1mf. L1 ED 319 118

Symposium on "Experiences of Innovation in Primary Education in the Netherlands" (Noordwijkerhout, Netherlands, October 24-28, 1988). The CDCC's Project No. 8: "Innovation in Primary Education." 66p. 1mf. L2 ED 319 503

Willingness To Pay for Education in Developing Countries: Evidence from Rural Peru. Living Standards Measurement Study Working Paper No. 54. 59p. 1mf. L2 ED 319 668

Educational Diagnosis

Assessing Students with Special Needs: A Sourcebook for Analyzing and Correcting Errors in Academics. 174p. mf. L3 ED 319 685

Discriminant Analysis of Variables Related to the Classification of Students with Learning Disabilities: A Field-Based Investigation. 29p. 1mf. L1 ED 319 184

Investigation of Subtypes and Severities of Learning Disabled Adults. 8p. 1mf. L1 ED 319 167

Educational Discrimination

Brown Out: An Appraisal of the Role of the Public School as an Acculturating Agency of Mexican Americans in Texas, 1850-1968. 281p. 3mf. L1 ED 319 541

Educational Neglect: Reform Reports and the Schooling of American Indians. 37p. 1mf. L1 ED 319 555

Educational Economics

Financing Human Capital. 57p. 1mf. L2 ED 319 862

Educational Encouragement

College Discovery and Development Pilot Study: 1987-88, 1988-89. OREA Report. 46p. 1mf. L1 ED 318 957

Educational Environment

Assessing and Dealing with School-Related Stress in Grades 3-12 Students. 25p. 1mf. L1 ED 318 924

Case for the Integration of Multicultural Education into the Curricula of Small Southern Rural Colleges and Universities. 25p. 1mf. L1 ED 319 549

Determinants of Smoking Status of Black Urban Adolescents. 8p. 1mf. L1 ED 319 848

Early Child Care and Education, Italian Style: The Reggio Emilia Daycare and Preschool Program. 19p. 1mf. L1 ED 319 483

Effects of Grouping Patterns in a Cooperative Learning Environment on Student Academic Achievement. 50p. 1mf. L1 ED 319 617

How the Principal Can Provide Instructional Leadership for the Reluctant Learner. 16p. 1mf. L1 ED 319 709

(Continued)

Educational Environment *(Continued)*
Organizational Culture and Correlates of Effectiveness in California's Dropout Prevention Programs.
25p. 1mf. L1 ED 319 786
Pupil Control in the School Climate.
36p. 1mf. L1 ED 319 692
Role of the School in Creating a Supportive Learning Environment for Minority Students.
11p. 1mf. L1 ED 319 863
Schine-ing Example: How To Evaluate the College Union.
7p. 1mf. L1 ED 319 275
Troublesome Behaviour in the Classroom. A Teachers' Survival Guide.
171p. mf. L3 ED 319 686
Educational Equity (Finance)
Capital Outlay: A Critical Concern in Rural Education. ERIC Digest.
3p. 1mf. L1 ED 319 583
General Sales Taxation. National Education Association Search.
23p. 1mf. L1 ED 319 100
Educational Equity(Finance)
Personal Income Taxation. National Education Association Search.
30p. 1mf. L1 ED 319 099
Property Taxation. National Education Association Search.
21p. 1mf. L1 ED 319 098
Educational Facilities
Exhibit Interpreter: An Attention-Focuser in Science Museums.
25p. 1mf. L1 ED 319 616
Study of University of Central Texas Student Opinions Concerning Academic and Service Programs.
36p. 1mf. L1 ED 319 306
Washington Community Colleges Academic Year Report, 1988-89.
77p. 1mf. L1 ED 319 426
Educational Finance
Art of Investing School District Funds: Rules of the Game.
111p. 2mf. L2 ED 319 151
Chicago's Private Elementary and Secondary Schools: Enrollment Trends.
36p. 1mf. L1 ED 319 823
Financing Child Care through Local Taxes: One City's Bold Attempt.
45p. 1mf. L1 ED 319 531
Grants and Contracts Handbook.
34p. 1mf. L2 ED 319 150
Making Sense of School Budgets: A Citizen's Guide to Local Public Education Spending.
53p. 1mf. L1 ED 319 094
Pennsylvania Council on Vocational Education 20th Annual Report.
48p. 1mf. L1 ED 318 883
Statistical Profile of Two-Year College Education in West Virginia, 1987-1988.
86p. 1mf. L1 ED 319 416
Willingness To Pay for Education in Developing Countries: Evidence from Rural Peru. Living Standards Measurement Study Working Paper No. 54.
59p. 1mf. L2 ED 319 668
Educational History
Back to the Future.
18p. 1mf. L1 ED 319 045
Collaborative Learning, Circa 1880.
14p. 1mf. L1 ED 318 865
History of Higher Education Annual, Volume 8, 1988.
128p. 2mf. L1 ED 319 273
History of Higher Education Annual: Volume 7, 1987.
137p. 2mf. L1 ED 319 270
Some Consequences of Limited Literacy in Late Antiquity.
13p. 1mf. L1 ED 319 662
William Torrey Harris and the Academic School.
16p. 1mf. L1 ED 319 666
Educational Improvement
Assessing the Holding Power and Attractiveness of a School System for At-Risk Students.
17p. 1mf. L1 ED 319 753
At-Risk Youth in Vermont: A Resource Directory.
86p. 1mf. L1 ED 319 855
Fauquier Enrollment Projections: Preliminary Study, March 1989.
43p. 1mf. L1 ED 319 432
Globally Competitive People: Final Report to the Human Resource Committee.
74p. 1mf. L1 ED 318 868
Guidelines for Integration of Learners with Severe Handicaps. Derived from Experiences of Indiana's Federal Statewide Systems Change Project.
135p. 2mf. L1 ED 319 173
Improving Schools from Within: Teachers, Parents, and Principals Can Make the Difference.
190p. mf. L3 ED 319 126
Linking Outcomes Assessment and the Freshman Experience.
16p. 1mf. L1 ED 319 291
National Goals for Education.
10p. 1mf. L1 ED 319 143
Performance of America's Primary and Secondary Schools.
25p. 1mf. L1 ED 319 866
Seizing the Future: A Commitment to Competitiveness.
31p. 1mf. L1 ED 318 866
Voices in American Education: Conversations with Patricia Biehl, Derek Bok, Daniel Callahan, Robert Coles, Edwin Dorn, Georgie Anne Geyer, Henry Giroux, Ralph Ketcham, Christopher Lasch, Elizabeth Minnich, Frank Newman, Robert Payton, Douglas Sloan, and Manfred Stanley.
220p. mf. L3 ED 319 137
Educational Innovation
Dissemination of the Project's Findings: 8th National Seminar (Lisbon, Portugal, September 28-29, 1988). The CDCC's Project No. 8: "Innovation in Primary Education."
18p. 1mf. L2 ED 319 502
School Community Education Program in New York City 1988-89. Volume II. OREA Evaluation Section Report.
105p. 2mf. L1 ED 319 870
School Community Education Program in New York City 1988-89. Volume III. OREA Evaluation Section Report.
109p. 2mf. L1 ED 319 871
School Community Education Program in New York City 1988-89. Volume IV. OREA Evaluation Section Report.
59p. 1mf. L1 ED 319 872
Sharing Innovative Strategies for Self-Learning Materials. A Monograph.
65p. 1mf. L2 ED 318 885
Symposium on "Experiences of Innovation in Primary Education in the Netherlands" (Noordwijkerhout, Netherlands, October 24-28, 1988). The CDCC's Project No. 8: "Innovation in Primary Education."
66p. 1mf. L2 ED 319 503
Trying a New Way: Innovative Teacher Certification Program for Teachers of Young Children--Duke University.
13p. 1mf. L1 ED 319 536
Educational Legislation
Generation of Policy Options: The Family.
37p. 1mf. L1 ED 319 168
Physician Involvement in Planning for P.L. 99-457 Part H: Interagency Coordinating Council Roles and System Planning Issues.
47p. 1mf. L1 ED 319 170
Relationship between Chapter 1 and Special Education Services for Mildly Handicapped Students: A Substudy of the National Assessment of Chapter 1.
95p. 1mf. L1 ED 319 186
States' Progress Related to Fourteen Components of PL 99-457, Part H.
50p. 1mf. L1 ED 319 169
Educational Needs
Advice to the Private Sector. Report 3.
23p. 1mf. L1 ED 318 873
Education of Homeless Children and Youth under the Stewart B. McKinney Homeless Assistance Act. Annual Report. Department of Education Form 1810-0536.
35p. 1mf. L1 ED 319 572
Selected Speeches, Addresses, Remarks, and Testimony of the Assistant Secretary of Education for Educational Research and Improvement, October 23-December 11, 1989.
89p. 1mf. L1 ED 319 108
State Priorities in Higher Education: 1990.
39p. 1mf. L1 ED 319 325
Success in the Works: A Profile of Canada's Emerging Workforce = Le nouveau mode d'emploi: Profil de la croissance du marche du travail.
71p. 1mf. L2 ED 319 824
Educational Objectives
California Plan for Career-Vocational Education. Part Two: Implementation Strategies.
72p. 1mf. L1 ED 319 448
Components of the Knowledge Base of Teacher Education: Questions Teacher Educators Have To Answer.
28p. 1mf. L1 ED 319 716
Concept of Good Teaching in Universities around the World.
28p. 1mf. L1 ED 319 346
English Language Arts Overview K-12.
141p. 2mf. L1 ED 319 061
From the Institutions' Perspective: Strategies in Higher Education.
40p. 1mf. L1 ED 319 316
Germanna Community College Outcome Assessment Plan. Revised.
81p. 1mf. L1 ED 319 433
Harmony in Career Learning and Scholastic System: Project Hi-Class 1988-89. OREA Evaluation Section Report.
32p. 1mf. L1 ED 319 874
In Search of Community.
16p. 1mf. L1 ED 319 276
Instructional Leadership, School Goals, and Student Achievement: Exploring the Relationship between Means and Ends.
48p. 1mf. L1 ED 319 783
Model of the Influences on Teacher Practice and Student Learning: Case Studies of Twelve Teachers Inform Preservice and Inservice Teacher Education.
39p. 1mf. L1 ED 319 710
National Goals for Education.
10p. 1mf. L1 ED 319 143
Reading Grade 6, Item Specifications. Minimum Performance Test.
43p. 1mf. L1 ED 318 999
Reshaping School Mathematics: A Philosophy and Framework for Curriculum.
72p. 1mf. L2 ED 319 588
State Priorities in Higher Education: 1990.
39p. 1mf. L1 ED 319 325
Educational Opportunities
Student Guide for Vocational Planning.
28p. 1mf. L1 ED 318 863
Educational Philosophy
Self-Directed Learning: A Deweyan Reconstruction.
14p. 1mf. L1 ED 319 769
Educational Planning
Education and Its Relation to Economic Growth, Poverty, and Income Distribution: Past Evidence and Further Analysis. World Bank Discussion Paper 46.
127p. 2mf. L2 ED 319 669
Long-Range Plan for Technology in Elementary and Secondary Education in New York State. Using Technology To Pursue Excellence in Schools.
68p. 1mf. L1 ED 319 397
Oklahoma State Plan, FY 88-90: Part B of the Education of the Handicapped Act as amended by Public Law 94-142.
516p. 6mf. L1 ED 319 219
Teacher's Portfolio--What Is Necessary and Sufficient? (A High School Biology Unit Plan as an Example.)
31p. 1mf. L1 ED 319 814
Vermont Lighthouse School District Project: Comprehensive Planning for At-Risk Youth.
25p. 1mf. L1 ED 319 854
Educational Policy
America's Hidden Treasure. The Urgent Need To Recognize and Promote the Nation's Vocational-Technical Education System. A Report to the American People.
53p. 1mf. L1 ED 318 898
Communicating Evaluation Findings: The Use of a Chart Essay.
27p. 1mf. L1 ED 319 798
Dialogue with Educational Leaders: Implications for Policy. Report 2.
39p. 1mf. L1 ED 318 872
Education and Its Relation to Economic Growth, Poverty, and Income Distribution: Past Evidence and Further Analysis. World Bank Discussion Paper 46.
127p. 2mf. L2 ED 319 669
New Mexico's Policy on Indian Education. A Report on the Development of New Mexico's Policy on Indian Education.
32p. 1mf. L1 ED 319 564
Policies and Procedures Manual for Special Education in Oklahoma.
117p. 2mf. L1 ED 319 220
Preliminary Report--State Indicators of Science and Mathematics Education: Course Enrollments and Teachers.
76p. 1mf. L2 ED 319 621
Proceedings of the Annual Conference of the Midwest Philosophy of Education Society (Chicago, Illinois, November 13-14, 1987 and November 11-12, 1988).
233p. 3mf. L1 ED 319 670
Study of Distance Education Policies in State Education Agencies.
35p. 1mf. L1 ED 319 402
Training America. Learning to Work for the 21st Century.
21p. 1mf. L1 ED 318 840
Willingness To Pay for Education in Developing Countries: Evidence from Rural Peru. Living Standards Measurement Study Working Paper No. 54.
59p. 1mf. L2 ED 319 668
1990 International Literacy Year--An Introduction: International Literacy Year Paper No. 1 and Policy Directions for the International Literacy Year Program: International Literacy Year Paper No. 2.
29p. 1mf. L1 ED 318 854
Educational Practices
"Optimal Practice Inventory for the Severely Handicapped Including Deaf/Blind." Results of the Survey.
43p. 1mf. L1 ED 319 174
Educating Handicapped Young People in Eastern and Southern Africa in 1981-83.
157p. 2mf. L2 ED 319 218
Education--An Annotated Bibliography of Current Issues, July-September, 1989.
124p. 2mf. L1 ED 319 406
Frequencies of Observed Stress Behaviors in Kindergarten Children: A Comparison of Developmentally Appropriate and Inappropriate Classrooms.
24p. 1mf. L1 ED 319 484
Guidelines for Integration of Learners with Severe Handicaps. Derived from Experiences of Indiana's Federal Statewide Systems Change Project.
135p. 2mf. L1 ED 319 173
History of Higher Education Annual: Volume 7, 1987.
137p. 2mf. L1 ED 319 270
Oklahoma State Plan, FY 88-90: Part B of the Education of the Handicapped Act as amended by Public Law 94-142.
516p. 6mf. L1 ED 319 219
Policies and Procedures Manual for Special Education in Oklahoma.
117p. 2mf. L1 ED 319 220
Seven Principles for Good Practice in Undergraduate Education: Faculty Inventory. Institutional Inventory.
32p. 1mf. L1 ED 319 293
Study of "Developmentally Appropriate" Kindergarten Programs in Practice.
45p. 1mf. L1 ED 319 527
Year Round School Concept for Gifted Learners.
9p. 1mf. L1 ED 319 215
Educational Principles
Seven Principles for Good Practice in Undergraduate Education: Faculty Inventory. Institutional Inventory.
32p. 1mf. L1 ED 319 293
Educational Psychology
Teaching Your Child through Effective Communication.
6p. 1mf. L1 ED 319 080
Educational Quality
California Education Summit. Meeting the Challenge, the Schools Respond. Background Papers.
117p. 2mf. L2 ED 319 119
Continuity and Change in the Highest-Ranked Ph.D.-Granting Departments of English, 1925-1982.
46p. 1mf. L1 ED 319 311
Economic and Social Benefits of Early Childhood Education. Hearing before the Subcommittee on Education and Health of the Joint Economic Committee, Congress of the United States. One Hundred First Congress, First Session.
132p. 2mf. L1 ED 319 485
FACET Report. Toward 2001: An Odyssey of Excellence.
30p. 1mf. L1 ED 319 418
Five Position Statements of the Southern Association on Children Under 6 (SACUS): (1) Employer Sponsored Child Care; (2) Developmentally Appropriate Assessment; (3) Continuity of Learning for Four-to-Seven-Year-old Children; (4) Quality Child Care; (5) Multicultural Education
41p. 1mf. L2 ED 319 493
Growth and Concentration of Hispanic Enrollment and the Future of American Education.
36p. 1mf. L1 ED 319 819
Head Start: The Nation's Pride, A Nation's Challenge. Recommendations for Head Start in the 1990's. The Report of the Silver Ribbon Panel.
75p. 1mf. L2 ED 319 500
Vocational Education Performance Standards. ERIC Digest No. 96.
3p. 1mf. L1 ED 318 914
Who Cares for America's Children? Child Care Policy for the 1990s. Panel on Child Care Policy. Prepublication Copy.
362p. 4mf. L1 ED 319 523
Educational Radio
Development Communication Report, 1989/1-4, Nos. 64-67.
70p. 1mf. L1 ED 319 394
Two-Thousand Stations on Twenty Channels or a Partial Way To Solve Minority Programming.
12p. 1mf. L1 ED 319 087
Educational Research
Bibliography of Research Related to Secondary Education.
136p. 2mf. L1 ED 319 147
Bibliography of the Use of Video-Cassettes as a Teaching Medium in Higher Education.
59p. 1mf. L1 ED 319 395
CCCC: Bibliography of Composition and Rhetoric, 1987.
192p. mf. L3 ED 319 054
Got the Education Beat? Use ERIC! A Journalist's Handbook about the Educational Resources Information Center (ERIC).
27p. 1mf. L1 ED 319 582
Postsecondary Education Seminars Conference (12th, Airlie, Virginia, June 1-3, 1976). Final Report.
142p. 2mf. L1 ED 319 289
Educational Researchers
Crisis in Measurement Literacy in Psychology and Education.
16p. 1mf. L1 ED 319 778
Educational Resources
Locating Vocational Education Curricula. ERIC Digest No. 97.
3p. 1mf. L1 ED 318 915
Resources in Education (RIE). Volume 25, Number 10.
p. mf. L2 ED 318 839
Sharing Innovative Strategies for Self-Learning Materials. A Monograph.
65p. 1mf. L2 ED 318 885
Educational Restructuring
California Education Summit. Meeting the Challenge, the Schools Respond. Final Report (Sacramento, California, December 12-13, 1989).
48p. 1mf. L2 ED 319 120
Schools for the Twenty-First Century: Leadership Imperatives for Educational Reform.
164p. mf. L3 ED 319 128
Educational Status Comparison
Some Consequences of Limited Literacy in Late Antiquity.
13p. 1mf. L1 ED 319 662
Educational Strategies
"Remember the Ladies"--Women in the Curriculum. ERIC Digest.
4p. 1mf. L1 ED 319 652
Developmental Theories and Instructional Strategies: A Summary Paper. SIDRU Research Report No. 5.
131p. 2mf. L2 ED 319 482
Teaching about Australia. ERIC Digest.
4p. 1mf. L1 ED 319 651
Thinking Skills for an Interdependent World.
9p. 1mf. L1 ED 319 671
Educational Technology
Development of a Computer-Based Instructional Management System through School-University Collaboration.
10p. 1mf. L1 ED 319 102
Education Politics for the New Century: The Twentieth Anniversary Yearbook of the Politics of Education Association. Falmer Press Education Policy Perspectives Series.
178p. 2mf. L1 ED 319 140
Homework as a Learning Experience. What Research Says to the Teacher. Third Edition.
34p. 1mf. L2 ED 319 492
Images of Potential Report of a Working Conference of the Learning Tomorrow Project (Racine, Wisconsin, January 1989) .
41p. 1mf. L1 ED 319 383
Long-Range Plan for Technology in Elementary and Secondary Education in New York State. Using Technology To Pursue Excellence in Schools.
68p. 1mf. L1 ED 319 397
What Today's Educational Technology Needs: Defensible Evaluations and Realistic Implementation.
13p. 1mf. L1 ED 319 367
Educational Television
Comparative Study of Compression Video Technology.
109p. 2mf. L2 ED 319 361
Educational Testing
Cultural Literacy and Testing. Content Assessment Project. Final Deliverable.
88p. 1mf. L1 ED 319 639
Educational Trends
Education--An Annotated Bibliography of Current Issues, July-September, 1989.
124p. 2mf. L1 ED 319 406
GCC Master Plan, 1988-89.
77p. 1mf. L1 ED 319 434
Recent Developments in College Level Environmental Studies Courses and Programs. ERIC/SMEAC Environmental Education Digest No. 2, 1988.
4p. 1mf. L1 ED 319 629
Recent Trends in Achievement Test Scores: Which Students Are Improving, and on What Levels of Skill Complexity?
30p. 1mf. L1 ED 319 777
Selected Speeches, Addresses, Remarks, and Testimony of the Assistant Secretary of Education for Educational Research and Improvement, October 23-December 11, 1989.
89p. 1mf. L1 ED 319 108
Trends in High School Math and Science Course Taking: Effects of Gender and Ethnicity.
32p. 1mf. L1 ED 319 593
Voices in American Education: Conversations with Patricia Biehl, Derek Bok, Daniel Callahan, Robert Coles, Edwin Dorn, Georgie Anne Geyer, Henry Giroux, Ralph Ketcham, Christopher Lasch, Elizabeth Minnich, Frank Newman, Robert Payton, Douglas Sloan, and Manfred Stanley.
220p. mf. L3 ED 319 137
Educationally Disadvantaged
Challenge of Early Childhood Care and Education: An Agenda for Action.
17p. 1mf. L1 ED 319 522
Coordination of Effort among Student Services Programs. A Report.
21p. 1mf. L1 ED 319 462
Pennsylvania Department of Education Honors Outstanding Adult Students in Success Stories, 1990: Rise to the Challenge.
28p. 1mf. L1 ED 318 864
Rethinking the Curriculum To Meet the Needs of Underprepared, Underrepresented, and Economically Disadvantaged Students: Majors and Courses for the 21st Century.
12p. 1mf. L1 ED 319 467
Efficiency
Distance Education, Efficiency and Scientific Management: Some Doubts. ESTR Occasional Paper Number 12.
24p. 1mf. L1 ED 318 911
Indicators of Student Flow Rates in Honduras: An Assessment of an Alternative Methodology, with Two Methodologies for Estimating Student Flow Rates. BRIDGES Research Report No. 6.
45p. 1mf. L1 ED 319 116
Elder Abuse
Profile of Elder Abuse and Neglect in Tennessee.
21p. 1mf. L1 ED 319 725
Elections
Citizen Participation and Effective Political Parties: Mutual Exclusivity or Necessary Interdependence?
33p. 1mf. L1 ED 319 658
Racial Equity and Local School Council Elections. Draft.
17p. 1mf. L1 ED 319 834
Electric Circuits
Diesel Electrical Systems. Teacher Edition (Revised).
414p. 5mf. L2 ED 318 917
General Electronics Technician.
788p. 9mf. L2 ED 318 919
Electrical Appliances
Major Appliance Repair. Teacher Edition.
662p. 7mf. L2 ED 318 920
Electrical Systems
Diesel Electrical Systems. Teacher Edition (Revised).
414p. 5mf. L2 ED 318 917
Electricity
Major Appliance Repair. Teacher Edition.
662p. 7mf. L2 ED 318 920
Electronic Mail
Cross-Cultural Team Teaching: E-mail for Literary Analysis.
18p. 1mf. L1 ED 319 060
Electronic Technicians
General Electronics Technician.
788p. 9mf. L2 ED 318 919
Electronics
Automotive Electronics. Teacher Edition (Revised).
412p. 5mf. L2 ED 318 916
General Electronics Technician.
788p. 9mf. L2 ED 318 919
Elementary Education
Culture, Gender and Education in Rural Development with Special Emphasis on Ethiopia.
16p. 1mf. L1 ED 319 480
ERIC/EECE Digests Related to the Education and Care of Children from Birth through 12 Years of Age.
72p. 1mf. L1 ED 319 537
Elementary School Curriculum
Cultural Literacy and Testing. Content Assessment Project. Final Deliverable.
88p. 1mf. L1 ED 319 639
Emotionally Impaired Elementary Curriculum.
102p. 2mf. L1 ED 319 180
Elementary School Mathematics
Accountability in Mathematics Education. ERIC/SMEAC Mathematics Digest No. 3, 1988.
4p. 1mf. L1 ED 319 628
Canadian Mathematics Education Study Group = Groupe Canadien d'etude en didactique des matematiques. Proceedings of the Annual Meeting (St. Catharines, Ontario, Canada, May 27-31, 1989).
149p. 2mf. L1 ED 319 606
Curriculum and Evaluation Standards for Mathematics Education. ERIC/SMEAC Mathematics Education Digest No. 1, 1990.
4p. 1mf. L1 ED 319 630
Implementation of Parent Involvement in Math Program in Creve Coeur Schools, Creve Coeur, Illinois.
15p. 1mf. L1 ED 319 586
Item Bias in Mathematics Achievement: The Progressive Achievement Tests for Mathematics.
29p. 1mf. L1 ED 319 590
Making the Grade in Mathematics: Elementary School Mathematics in the United States, Taiwan, and Japan.
38p. mf. L3 ED 319 592
Reshaping School Mathematics: A Philosophy and Framework for Curriculum.
72p. 1mf. L2 ED 319 588
Statewide Assessment and Evaluation of Fourth Grade Mathematics Delivery System.
254p. 3mf. L1 ED 319 761
Teaching Technology: Creating Environments for Change. Technical Report No. 45.
13p. 1mf. L2 ED 319 378
Elementary School Science
Assessment of What Grade 5 Students Know about Science Text and Science Reading. A Preliminary Report.
53p. 1mf. L1 ED 319 589
Cognitive Conflict and Cooperative Learning.
13p. 1mf. L1 ED 319 598
Effects of an Innovative Activity-Centered Biology Program on Attitude toward Elementary Teachers.
14p. 1mf. L1 ED 319 612
Effects of Encouragement or Discouragement for Using Hands-On Science Activities upon Teaching Style.
13p. 1mf. L1 ED 319 608
Elementary Teacher Needs Assessment Using Transactional Evaluation.
13p. 1mf. L1 ED 319 636
Energy and the Environment. Environmental Studies. 4 Color Transparencies, Reproducibles & Teaching Guide. Grade 3, 4, 5.
31p. 1mf. L2 ED 319 627
Exploring the Universe. Science Series Grades 4, 5, 6.
38p. 1mf. L2 ED 319 623
Flight. Science Series Grades 4, 5, 6.
37p. 1mf. L2 ED 319 622
Investigation of the Differences in Attitude and Achievement between Male and Female Second and Fifth Grade Science Students.
13p. 1mf. L1 ED 319 614
Land Resources and Pollution. Environmental Studies. 4 Color Transparencies, Reproducibles & Teaching Guide. Grade 3, 4, 5.
30p. 1mf. L2 ED 319 626
Local and Long Distance Computer Networking for Science Classrooms. Technical Report No. 43.
11p. 1mf. L2 ED 319 376
Research in Science Education, Volume 17. Selections of Refereed Papers from the Annual Conference of the Australian Science Education Research Association (18th, Wagga Wagga, New South Wales, Australia, July 1987).
270p. 3mf. L1 ED 319 587
Teaching Science to the Gifted.
37p. 1mf. L1 ED 319 157
Wast Away--Information and Activities for Investigating Trash Problems and Solutions for Upper Elementary and Junior High School Students.
133p. 2mf. L1 ED 319 620
Water Quality and Pollution. Environmental Studies. 4 Color Transparencies, Reproducibles & Teaching Guide. Grade 3, 4, 5.
29p. 1mf. L2 ED 319 625
Elementary School Students
Assessing and Dealing with School-Related Stress in Grades 3-12 Students.
25p. 1mf. L1 ED 318 924
Assessing the Holding Power and Attractiveness of a School System for At-Risk Students.
17p. 1mf. L1 ED 319 753
Assessing the Motivational Characteristics of Instructional Materials.
12p. 1mf. L1 ED 319 479
Critical Thinking: Toward Intellectual Accountability and Social Responsibility. A Research Project on Critical Thinking, Cooperative Learning and Moral Development.
46p. 1mf. L1 ED 319 497
Developing and Implementing a Middle School Program To Improve the Achievement of Students in Grade Six through Grade Eight.
126p. 2mf. L1 ED 319 509
Development of Children's Writing Awareness and Performance within a Generative/Evaluative Computerized Prompting Framework.
69p. 1mf. L1 ED 319 755
Essential Skills Reading Test Blueprint. (Fifth Edition).
84p. 1mf. L1 ED 319 766
Examination of a Problem Solving Partnership from a Social Interaction Perspective.
24p. 1mf. L1 ED 319 610
First Grade Children's Comprehension and Recall of "Noodle Doodle Box." A Final Report.
168p. 2mf. L1 ED 319 532
Increasing Score Reliability with Item-Pattern Scoring: An Empirical Study in Several Score Metrics.
24p. 1mf. L1 ED 319 800
Instructional Discourse and Student Engagement.
35p. 1mf. L1 ED 319 780
Instrument To Measure Spatial-Symbolic Information Processing Ability.
17p. 1mf. L1 ED 319 609
Intrinsic Motivation, Self-Perception, and Their Effects on Black Urban Elementary Students.
58p. 1mf. L1 ED 319 864
Project SOLID START.
9p. 1mf. L1 ED 319 490
Study of the Performance of Hearing Impaired Children on the K-ABC.
21p. 1mf. L1 ED 319 785
Told Tale: Oral Storytelling and the Young Child.
21p. 1mf. L1 ED 319 517
Elementary School Teachers
Affecting Preservice Elementary Teachers' Attitudes toward Inquiry Teaching in Science through Projects with Individual Children.
11p. 1mf. L1 ED 319 596
Assessment of Laboratory Skills of Science Teachers via a Multi-Methods Approach.
19p. 1mf. L1 ED 319 762
Changes in Teacher Attributions of Student Problems Following Consultation.
11p. 1mf. L1 ED 318 981
Critical Thinking: Toward Intellectual Accountability and Social Responsibility. A Research Project on Critical Thinking, Cooperative Learning and Moral Development.
46p. 1mf. L1 ED 319 497
Effects of Encouragement or Discouragement for Using Hands-On Science Activities upon Teaching Style.
13p. 1mf. L1 ED 319 608
Further Development of an Elementary Science Teaching Efficacy Belief Instrument: A Preservice Elementary Scale.
30p. 1mf. L1 ED 319 601
Grading and Evaluation Practices and Policies of School Teachers.
58p. 1mf. L1 ED 319 782
Preparing Elementary Teachers for Florida's Classrooms.
90p. 1mf. L1 ED 319 734
Elementary Secondary Education
Designing Programs for New Teachers: The California Experience.
127p. 2mf. L1 ED 319 145
English Language Arts Overview K-12.
141p. 2mf. L1 ED 319 061
Elementary Secondary Education Act
Chapter 1 in Ohio: Elementary and Secondary Education Act. 24th Annual Evaluation Report, Fiscal 1989.
33p. 1mf. L1 ED 319 488
Eligibility
Eligibility and Programming in Chapter I English as a Second Language (E.S.L.) Programs, 1988-89. OREA Report.
20p. 1mf. L1 ED 319 258
Evaluatinag Case Study Methods Used To Diagnose Behavior Disorders.
19p. 1mf. L1 ED 319 177
Heading for Hardship: Retirement Income for American Women in the Next Century. Mother's Day Report 1990.
13p. 1mf. L1 ED 318 908
Older Women and Pensions: Catch 22. Gray Paper.
20p. 1mf. L1 ED 318 903
Emergent Literacy
Supporting Emergent Literacy among Young American Indian Students.
3p. 1mf. L1 ED 319 581
Emotional Disturbances
Behavior Modification Project: Reducing and Controlling Calling Out Behaviors.
12p. 1mf. L1 ED 319 171
Emotionally Impaired Elementary Curriculum.
102p. 2mf. L1 ED 319 180
Perceptions: Volume 24, Numbers 1-4, Fall 1988-Summer 1989.
155p. 2mf. L1 ED 319 204

Emotional Experience
- Adult Experience of Anger: Implications for Research on Children. 16p. 1mf. L1 ED 319 524
- Control as a Moderator of Children's Responses to Angry Interactions. 25p. 1mf. L1 ED 319 526

Emotional Problems
- Assessment of Emotional Distress in Personal Injury Litigation. 57p. 1mf. L1 ED 318 934
- Emotional Distress in College Students: Faculty Guide for Referrals. 11p. 1mf. L1 ED 318 942

Emotional Response
- Attitudes of Residence Hall Students toward Student-Athletes: Implications for Advising, Training and Programming. Research Report #19-89. 22p. 1mf. L1 ED 319 321

Employability Maturity Interview
- Manual for the Employability Maturity Interview. 38p. 1mf. L1 ED 319 196

Employed Parents
- Daily Lives of Women with Young Children: Redefining a "Woman's Place"? 20p. 1mf. L1 ED 319 648

Employed Women
- Double Jeopardy--The Precarious Status of Women of Color: Issues of Race/Ethnicity and Gender at the Storrs Campus. The Status of Women at the University of Connecticut. 55p. 1mf. L1 ED 319 315
- Heading for Hardship: Retirement Income for American Women in the Next Century. Mother's Day Report 1990. 13p. 1mf. L1 ED 318 908
- Road to Poverty: A Report on the Economic Status of Midlife and Older Women in America. Mother's Day Report 1988. 13p. 1mf. L1 ED 318 907
- Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Final Report. 58p. 1mf. L1 ED 319 304
- What We've Got Here Is a Failure To Communicate: Women's Studies in Professional Communication. 10p. 1mf. L1 ED 319 665

Employee Attitudes
- Meaning of Money Revisited: Workers' View. 14p. 1mf. L1 ED 318 984

Employees
- Ontario Universities Benefits Survey, 1989-90. Part I: Benefits Excluding Pensions. 218p. 3mf. L2 ED 319 317
- Ontario Universities Benefits Survey, 1989-90. Part II: Pensions. 49p. 1mf. L2 ED 319 318

Employer Attitudes
- Job-Related Basic Skills. ERIC Digest No. 94. 3p. 1mf. L1 ED 318 912

Employer Employee Relationship
- Older Women and Pensions: Catch 22. Gray Paper. 20p. 1mf. L1 ED 318 903

Employer Supported Day Care
- Five Position Statements of the Southern Association on Children Under 6 (SACUS): (1) Employer Sponsored Child Care; (2) Developmentally Appropriate Assessment; (3) Continuity of Learning for Four-to-Seven-Year-old Children; (4) Quality Child Care; (5) Multicultural Education 41p. 1mf. L2 ED 319 493

Employment Experience
- Early Employment Experiences of Rural Youth: Early Results from Iowa's Class of 1983. One in a Series of Reports in NCREL's Rural Education Program. 23p. 1mf. L1 ED 319 558

Employment Level
- Report on the Status of Midlife and Older Women in America. Mother's Day Report 1986. 9p. 1mf. L1 ED 318 905
- Types of Stresses Experienced by Professionals. 12p. 1mf. L2 ED 318 985
- Unequal Picture. Black, Hispanic, Asian and Native American Characters on Television. 50p. 1mf. L2 ED 319 366

Employment Opportunities
- Industrial Change and Black Men's Relative Earnings: Final Report. 54p. 1mf. L2 ED 319 861
- Success in the Works: A Profile of Canada's Emerging Workforce = Le nouveau mode d'emploi: Profil de la croissance du marche du travail. 71p. 1mf. L2 ED 319 824

Employment Patterns
- Early Employment Experiences of Rural Youth: Early Results from Iowa's Class of 1983. One in a Series of Reports in NCREL's Rural Education Program. 23p. 1mf. L1 ED 319 558
- Employment Equity Act. Annual Report = Loi sur l'equite en matiere d'emploi. Report annuel. 227p. 3mf. L2 ED 319 818
- Laboring for Less: Working but Poor in Rural America. 71p. 1mf. L2 ED 319 566
- Road to Poverty: A Report on the Economic Status of Midlife and Older Women in America. Mother's Day Report 1988. 13p. 1mf. L1 ED 318 907

Employment Potential
- Manual for the Employability Maturity Interview. 38p. 1mf. L1 ED 319 196
- Older Worker Readiness Project. Job Preparation Centers for Individuals 55 and Over. 34p. 1mf. L1 ED 318 886

Employment Practices
- Older Women and Pensions: Catch 22. Gray Paper. 20p. 1mf. L1 ED 318 903

Employment Projections
- Jobs in the Future. ERIC Digest No. 95. 3p. 1mf. L1 ED 318 913

Employment Qualifications
- Southeast's 21st Challenge...The Need To Build a Quality Workforce. 71p. 1mf. L1 ED 318 871
- Understanding Competence. A Development Paper. 40p. 1mf. L1 ED 318 889

Enchancement Funding
- Impact of Undergraduate Enhancement Funding. Report and Recommendations of the Postsecondary Education Planning Commission. Report 7. 82p. 1mf. L1 ED 319 324

Energy Education
- Energy and the Environment. Environmental Studies. 4 Color Transparencies, Reproducibles & Teaching Guide. Grade 3, 4, 5. 31p. 1mf. L2 ED 319 627

Engineering Education
- Identification of Student Characteristics That Predict Persistence and Success in an Engineering College at the End of the Sophomore Year: Informing the Practice of Academic Advising. 56p. 1mf. L1 ED 319 355
- Spatial Visualization Test for Selecting Engineering Students. 10p. 1mf. L1 ED 319 767

England
- Learning in Voluntary Organisations. 86p. 1mf. L1 ED 318 890
- Open Learning for Process Operators. ZIFF Papiere 78. 24p. 1mf. L1 ED 318 891

English
- "Only" and Focus. 15p. 1mf. L1 ED 319 246

English (Second Language)
- All in a Word: Literature in Language Teaching. 39p. 1mf. L1 ED 319 228
- Are Principles of Writing across the Curriculum Applicable to ESL Students in Content Courses? Research Findings. 20p. 1mf. L1 ED 319 264
- Bilingual Academic Services and Integrated Career Systems Program, BASICS 1988-1989. OREA Evaluation Section Report. 28p. 1mf. L1 ED 319 261
- Bilingual Children's Project. B.C.P., 1988-89. OREA Report. 23p. 1mf. L1 ED 319 256
- Bilingual Specialized Programs in New York City High Schools, 1988-89. OREA Evaluation Section Report. 25p. 1mf. L1 ED 319 262
- California's Limited English Language Students: An Intersegmental Agenda. A Report to the Intersegmental Coordinating Council from the Curriculum and Assessment Cluster Committee. 17p. 1mf. L1 ED 319 454
- Career Awareness Program. Project CAP, 1988-89. OREA Report. 29p. 1mf. L1 ED 319 255
- Changing Fossilized Speech: What Does It Take? 21p. 1mf. L1 ED 319 265
- Cognitive Academic Learning Approaches through E.S.L. Content Areas with Career Exploration Strategies Program for Bilingual High School Students in New York City. Project CALA, 1988-89. OREA Final Evaluation Report. 33p. 1mf. L1 ED 319 259
- Computer-Focused Russian Bilingual Instructional Program, 1988-89. OREA Report. 28p. 1mf. L1 ED 319 254
- Cross Currents, A Journal of Language Teaching and Cross-Cultural Communication, Volumes 13-16, 1986-1989 (8 Issues). 815p. 9mf. L1 ED 319 266
- Developmental Studies Department Special Services Project: Rockland Community College, 1988-1989. 85p. 1mf. L1 ED 319 427
- Eligibility and Programming in Chapter I English as a Second Language (E.S.L.) Programs, 1988-89. OREA Report. 20p. 1mf. L1 ED 319 258
- ESL Students in the English/Language Arts Classroom. An Annotated Bibliography for the Regular English/Language Arts Teachers. 13p. 1mf. L1 ED 319 229
- From Theory to Practice: ESL and Literature. 19p. 1mf. L2 ED 319 242
- Growth of English as the Language of Global Satellite Telecommunications. 15p. 1mf. L1 ED 319 368
- Guide to Resources for ESL Literacy Facilitators. 21p. 1mf. L1 ED 319 268
- Higher Achievement and Improvement through Instruction with Computers and Scholarly Transition and Resource Systems Program. OREA Report. 34p. 1mf. L1 ED 319 248
- Hispanic Orientation to Life in America. Project HOLA, 1987-88. OREA Report. 28p. 1mf. L1 ED 319 247
- Houston Community College Eligible Legalized Alien Program. Curriculum Unit, ESL I (Spanish and English Literacy). 219p. 3mf. L1 ED 319 269
- Immigrant and Refugee Tutoring Programs: A D.C. Schools Project Handbook. "Tutoring and Befriending." 200p. 3mf. L1 ED 319 868
- Laying It On the Line. 35p. 1mf. L1 ED 319 233
- Listen to the Cheerios: The ABC's of a Culture Course. 9p. 1mf. L1 ED 319 237
- Making a Difference for the Bilingual Child: How One District Achieved its Goals. 28p. 1mf. L1 ED 319 245
- Methodologies of Bilingual Instruction in Literacy Education. Project Mobile, 1988-89. OREA Report. 31p. 1mf. L1 ED 319 252
- NCELTR Literacy Project. 9p. 1mf. L1 ED 319 267
- Program Assistance for Neophytes. Project PAN, 1988-89. OREA Evaluation Section Report. 31p. 1mf. L1 ED 319 263
- Project Nuevos Horizontes, 1988-89. OREA Report. 29p. 1mf. L1 ED 319 251
- Reasoning and Comprehension Processes of Linguistic Minority Persons Learning from Text. 136p. 2mf. L1 ED 319 230
- Resistance to Learning? Student Reaction to Communicative Language Teaching. 13p. 1mf. L1 ED 319 232
- School Community Education Program in New York City 1988-89. Volume I. OREA Evaluation Section Report. 107p. 2mf. L1 ED 319 869
- Summer Bilingual Program, 1989. OREA Report. 21p. 1mf. L1 ED 319 250
- Teaching/Training Social Language in Galang Refugee Camp: A Learning Process. 100p. 2mf. L1 ED 319 239
- Training Part-Time ESL Instructors. 23p. 1mf. L1 ED 319 240
- Two-Way Integrated Bilingual Education. 87p. 1mf. L1 ED 319 859

English Departments
- Continuity and Change in the Highest-Ranked Ph.D.-Granting Departments of English, 1925-1982. 46p. 1mf. L1 ED 319 311

English Examinations
- Manitoba Writing Assessment 1988, Grade 4. Preliminary Report: Franco-Manitoban Schools. 24p. 1mf. L1 ED 319 057
- Manitoba Writing Assessment 1988, Grade 8. Preliminary Report: French Immersion Schools. 28p. 1mf. L1 ED 319 058
- Manitoba Writing Assessment 1988, Grade 11. Preliminary Report: French Immersion Schools. 46p. 1mf. L1 ED 319 059

English for Academic Purposes
- Life after Graduate School: Skill Development for International Scholarship. 20p. 1mf. L1 ED 319 241

English Instruction
- Back to the Future. 18p. 1mf. L1 ED 319 045
- ESL Students in the English/Language Arts Classroom. An Annotated Bibliography for the Regular English/Language Arts Teachers. 13p. 1mf. L1 ED 319 229

Enrichment
- Harmony in Career Learning and Scholastic System: Project Hi-Class 1988-89. OREA Evaluation Section Report. 32p. 1mf. L1 ED 319 874

Enrichment Activities
- Evaluation of the 1988 Summer Enrichment Program for the Gifted and Talented at the University of Northern Colorado and Making a Good Program for Gifted and Talented Children Better: Improving a Program through Evaluation. 91p. 1mf. L1 ED 319 207
- Guides in Gifted Education. 181p. 2mf. L1 ED 319 176
- Implementation Guide for Career Awareness In-School Exploring Program. 51p. 1mf. L1 ED 318 860
- Making Education Work for Mexican-Americans: Promising Community Practices. ERIC Digest. 3p. 1mf. L1 ED 319 580
- MESA/MEP at American River College: Year One Evaluation Report. 45p. 1mf. L1 ED 319 472
- Summer Options for Teenagers. 637p. 7mf. L1 ED 319 182

Enrollment
- Data Report on Programs for the Handicapped, 1988-89. 34p. 1mf. L1 ED 319 208
- Germanna Community College. The Year at a Glance, 1988-89. 51p. 1mf. L1 ED 319 437
- Preliminary Report--State Indicators of Science and Mathematics Education: Course Enrollments and Teachers. 76p. 1mf. L2 ED 319 621
- Statistical Profile of Two-Year College Education in West Virginia, 1987-1988. 86p. 1mf. L1 ED 319 416
- Statistical Supplement to the Annual Status Report on Texas Community Junior Colleges and Technical Institutes, 1989. Fiscal Year 1989, September 1, 1988-August 31, 1989. 108p. 2mf. L1 ED 319 417
- Washington Community Colleges Academic Year Report, 1988-89. 77p. 1mf. L1 ED 319 426

Enrollment Influences
- Fauquier Enrollment Projections: Preliminary Study, March 1989. 43p. 1mf. L1 ED 319 432

Enrollment Projections
- Fauquier Enrollment Projections: Preliminary Study, March 1989. 43p. 1mf. L1 ED 319 432
- Indicators of Student Flow Rates in Honduras: An Assessment of an Alternative Methodology, with Two Methodologies for Estimating Student Flow Rates. BRIDGES Research Report No. 6. 45p. 1mf. L1 ED 319 116

Enrollment Rate
- Growth and Concentration of Hispanic Enrollment and the Future of American Education. 36p. 1mf. L1 ED 319 819

Enrollment Trends
- Chicago's Private Elementary and Secondary Schools: Enrollment Trends. 36p. 1mf. L1 ED 319 823
- Community College Transfers to Maryland Four-Year Institutions. Research Brief RB90-11. 22p. 1mf. L1 ED 319 449
- Educational Attainment of Children of Immigrants. 25p. 1mf. L2 ED 319 829
- Los Rios Transfer Statistics: Fall 1988/Spring 1989 Update. 38p. 1mf. L1 ED 319 442
- Planning for Change: Fall 1988 Enrollment Update. Sixth Report in the "Planning for Change" Series. 86p. 1mf. L1 ED 319 440

Enthusiasm
- Effect of Enthusiastic Teaching on the Listening Comprehension of Kindergarten Children. 73p. 1mf. L1 ED 319 514

Entrepreneurship
- Community Education and Economic Development: Activities in the Field and Potential New Models. 104p. 2mf. L1 ED 318 892
- Developments in Entrepreneurship Education at Confederation College of Applied Arts and Technology. 9p. 1mf. L1 ED 319 445
- Entrepreneurial Education at the Postsecondary Level. 10p. 1mf. L1 ED 319 444
- Primer on Entrepreneurial Education for Community Educators. 72p. 1mf. L1 ED 318 893
- Teaching Entrepreneurship at the College Level. 9p. 1mf. L1 ED 319 446
- Vocational Training for Self Employment. ILO's Experience in Africa. 21p. 1mf. L1 ED 318 853

Entry Workers
- Diesel Electrical Systems. Teacher Edition (Revised). 414p. 5mf. L2 ED 318 917
- Diesel Fuel Systems. Teacher Edition (Revised). 312p. 4mf. L2 ED 318 918
- Diesel Fundamentals. Teacher Edition (Revised). 1055p. 11mf. L2 ED 318 922
- General Electronics Technician. 788p. 9mf. L2 ED 318 919
- Major Appliance Repair. Teacher Edition. 662p. 7mf. L2 ED 318 920

Environmental Education
- Air Quality and Pollution. Environmental Studies. 4 Color Transparencies, Reproducibles & Teaching Guide. Grade 3, 4, 5. 29p. 1mf. L2 ED 319 624
- Energy and the Environment. Environmental Studies. 4 Color Transparencies, Reproducibles & Teaching Guide. Grade 3, 4, 5. 31p. 1mf. L2 ED 319 627
- Evaluation of Science and Geography Documents and Texts in Ontario Schools from an Environmental Perspective. 208p. 3mf. L1 ED 319 615
- Land Resources and Pollution. Environmental Studies. 4 Color Transparencies, Reproducibles & Teaching Guide. Grade 3, 4, 5. 30p. 1mf. L2 ED 319 626
- Natural Science Centers: Directory. 429p. 5mf. L2 ED 319 619
- Placing Geography in the Curriculum: Ideas from the Western PLACE Conference (Boulder, Colorado, August 9-11, 1987). 256p. 3mf. L2 ED 319 637
- Recent Developments in College Level Environmental Studies Courses and Programs. ERIC/SMEAC Environmental Education Digest No. 2, 1988. 4p. 1mf. L1 ED 319 629
- School Community Education Program in New York City 1988-89. Volume II. OREA Evaluation Section Report. 105p. 2mf. L1 ED 319 870
- Wast Away--Information and Activities for Investigating Trash Problems and Solutions for Upper Elementary and Junior High School Students. 133p. 2mf. L1 ED 319 620
- Water Quality and Pollution. Environmental Studies. 4 Color Transparencies, Reproducibles & Teaching Guide. Grade 3, 4, 5. 29p. 1mf. L2 ED 319 625

Environmental Influences
- Air Quality and Pollution. Environmental Studies. 4 Color Transparencies, Reproducibles & Teaching Guide. Grade 3, 4, 5. 29p. 1mf. L2 ED 319 624
- Domestic/International Field Center for Intercultural Education in Built Environment: Final Report. 41p. 1mf. L1 ED 319 340
- Energy and the Environment. Environmental Studies. 4 Color Transparencies, Reproducibles & Teaching Guide. Grade 3, 4, 5. 31p. 1mf. L2 ED 319 627
- Land Resources and Pollution. Environmental Studies. 4 Color Transparencies, Reproducibles & Teaching Guide. Grade 3, 4, 5. 30p. 1mf. L2 ED 319 626
- Role of Parental Attitudes and the Quality of the Home Learning Environment in the Mental Development of Prematurely Born Children. 18p. 1mf. L1 ED 319 217
- Water Quality and Pollution. Environmental Studies. 4 Color Transparencies, Reproducibles & Teaching Guide. Grade 3, 4, 5. 29p. 1mf. L2 ED 319 625

Environmental Scanning
- 2020 Perfect Vision for the Next Century: An Environmental Scan. 128p. 2mf. L1 ED 319 451

Epistemology
- Novice/Expert Teachers' Time Epistemology. 30p. 1mf. L1 ED 319 717

Equal Education
- Bilingual Specialized Programs in New York City High Schools, 1988-89. OREA Evaluation Section Report. 25p. 1mf. L1 ED 319 262
- Case for the Integration of Multicultural Education into the Curricula of Small Southern Rural Colleges and Universities. 25p. 1mf. L1 ED 319 549
- Education Politics for the New Century: The Twentieth Anniversary Yearbook of the Politics of Education Association. Falmer Press Education Policy Perspectives Series. 178p. 2mf. L1 ED 319 140
- Educational Neglect: Reform Reports and the Schooling of American Indians. 37p. 1mf. L1 ED 319 555
- Long-Range Plan for Technology in Elementary and Secondary Education in New York State. Using Technology To Pursue Excellence in Schools. 68p. 1mf. L1 ED 319 397
- Role of the School in Creating a Supportive Learning Environment for Minority Students. 11p. 1mf. L1 ED 319 863

Equal Opportunities (Jobs)
- Double Jeopardy--The Precarious Status of Women of Color: Issues of Race/Ethnicity and Gender at the Storrs Campus. The Status of Women at the University of Connecticut. 55p. 1mf. L1 ED 319 315
- Employment Equity Act. Annual Report = Loi sur l'equite en matiere d'emploi. Report annuel. 227p. 3mf. L2 ED 319 818
- Minorities and Women in Educational Administration. 17p. 1mf. L1 ED 319 110
- Road to Poverty: A Report on the Economic Status of Midlife and Older Women in America. Mother's Day Report 1988. 13p. 1mf. L1 ED 318 907
- Strangers From a Different Shore. A History of Asian Americans. 570p. mf. L3 ED 319 839
- Success in the Works: A Profile of Canada's Emerging Workforce = Le nouveau mode d'emploi: Profil de la croissance du marche du travail. 71p. 1mf. L2 ED 319 824
- View from the Inside: An Action Plan for Gender Equity in New York State Educational Administration. Report of the Select Seminar on Women in Educational Administration. 35p. 1mf. L1 ED 319 144

Equal Protection
- One Nation, Indivisible: The Civil Rights Challenge for the 1990s. 659p. 7mf. L1 ED 319 835

Equine Management
- Horse Training and Management: Program of Excellence. 13p. 1mf. L1 ED 319 471

Equipment Maintenance
- Troubleshooting Micro's. 13p. 1mf. L1 ED 319 365
- Troubleshooting Microcomputers. A Technical Guide for Polk County Schools. 97p. 2mf. L1 ED 319 364

ERIC
- Got the Education Beat? Use ERIC! A Journalist's Handbook about the Educational Resources Information Center (ERIC). 27p. 1mf. L1 ED 319 582

ERIC Digests
- ERIC/EECE Digests Related to the Education and Care of Children from Birth through 12 Years of Age. 72p. 1mf. L1 ED 319 537

Error Analysis (Language)
- Assessing Students with Special Needs: A Sourcebook for Analyzing and Correcting Errors in Academics. 174p. mf. L3 ED 319 685

Error Correction
- Resistance to Learning? Student Reaction to Communicative Language Teaching. 13p. 1mf. L1 ED 319 232

Error of Measurement
- Improving Prediction by Correcting Test Scores for Person Disturbances Using the Rasch Model. 5p. 1mf. L1 ED 319 768
- Measurement Model Specification Error in LISREL Structural Equation Models. 19p. 1mf. L1 ED 319 794

Error Patterns
- Assessing Students with Special Needs: A Sourcebook for Analyzing and Correcting Errors in Academics. 174p. mf. L3 ED 319 685
- Language-Independent Conceptual "Bugs" in Novice Programming. Technical Report No. 31. 14p. 1mf. L1 ED 319 373

Essay Tests
- Defining Expectations: The Essay Test Made Simpler. 14p. 1mf. L1 ED 319 466
- Relevant Writing Assessment: Instructionally-Sound Alternative Testing. 30p. 1mf. L1 ED 319 752
- Resource Text for American History. 103p. 2mf. L1 ED 319 653

Essential Skills Reading Test
- Essential Skills Reading Test Blueprint. (Fifth Edition). 84p. 1mf. L1 ED 319 766

Estimation (Mathematics)
- Assessing the Utility of Item Response Theory Models: Differential Item Functioning. 13p. 1mf. L1 ED 319 779
- Estimate of Difficulty and Dimensional Strengths of Test Items That Measure More Than One Ability. 20p. 1mf. L1 ED 319 750

Ethics
- Ethical Perspectives on the Current Controversy Regarding Openness in Adoption. 17p. 1mf. L1 ED 319 477

Ethiopia
- Culture, Gender and Education in Rural Development with Special Emphasis on Ethiopia. 16p. 1mf. L1 ED 319 480

Ethnic Bias
- Double Jeopardy--The Precarious Status of Women of Color: Issues of Race/Ethnicity and Gender at the Storrs Campus. The Status of Women at the University of Connecticut. 55p. 1mf. L1 ED 319 315

Ethnic Groups
- Reading and Written Expression Performance of Ten Asian/Pacific-Islander Ethnic Groups on the Eighth Grade California Assessment Program. 28p. 1mf. L1 ED 319 790
- Two-Thousand Stations on Twenty Channels or a Partial Way To Solve Minority Programming. 12p. 1mf. L1 ED 319 087

Ethnic Relations
- Lurking Evil: Racial and Ethnic Conflict on the College Campus. AASCU Issues. 135p. 2mf. L2 ED 319 313
- Report on George Brown College Multicultural Demonstration Project. 77p. 1mf. L1 ED 319 452
- Role of the School in Creating a Supportive Learning Environment for Minority Students. 11p. 1mf. L1 ED 319 863

Ethnicity
- Multicultural Education for Educators. 20p. 1mf. L1 ED 319 688
- Using Readiness Tests To Route Kindergarten Students: The Snarled Intersection of Psychometrics, Policy, and Practice. 46p. 1mf. L1 ED 319 540

Ethnography
- Ethnographic Approach for Examining Participants' Construction of a Cooperative Learning Classroom Culture. 38p. 1mf. L1 ED 319 083
- Wading In: John Dewey, Paulo Freire, the Chicago Transit Authority. 12p. 1mf. L1 ED 319 052

Evaluation
- Bibliography of the Use of Video-Cassettes as a Teaching Medium in Higher Education. 59p. 1mf. L1 ED 319 395

Evaluation Criteria
- Assessment Proposal: Genesee Community College, 1990. 19p. 1mf. L1 ED 319 438
- Comparative Study on Criteria and Procedures for the Evaluation of Educational Software. Summary. 8p. 1mf. L1 ED 319 358
- Criteria for the Selection of Drug Abuse Prevention Curricula: A Workbook. 18p. 1mf. L1 ED 319 148
- Curriculum and Evaluation Standards for Mathematics Education. ERIC/SMEAC Mathematics Education Digest No. 1, 1990. 4p. 1mf. L1 ED 319 630
- Development of an Effectiveness Criteria Model for Evaluating Vocational Education. 17p. 1mf. L1 ED 319 802
- Evaluating Recreation Programmes with Disabled Participants. 7p. 1mf. L1 ED 319 714
- Evaluation Guide for Bilingual Vocational Training. 103p. 2mf. L1 ED 319 244
- Successful Program Review. A Practical Guide in Evaluating Programs in Academic Settings. 139p. mf. L3 ED 319 335
- Understanding Learning Outcomes. A Development Paper. 23p. 1mf. L1 ED 318 888

Evaluation Methods
- Assessing Student Performance: The Effect of Procedural Contrast between Training and Probe Conditions. 36p. 1mf. L1 ED 319 214
- Assessment of Emotional Distress in Personal Injury Litigation. 57p. 1mf. L1 ED 318 934
- Assessment Proposal: Genesee Community College, 1990. 19p. 1mf. L1 ED 319 438
- Comparative Study on Criteria and Procedures for the Evaluation of Educational Software. Summary. 8p. 1mf. L1 ED 319 358
- Conceptual Changes and Their Implications for Performance Assessment. Recent Developments in Methodology for Administrator Assessment Centers. 13p. 1mf. L1 ED 319 760
- Evaluatinag Case Study Methods Used To Diagnose Behavior Disorders. 19p. 1mf. L1 ED 319 177
- Evaluating Vocational Education Programs in Illinois. A Report on Consultation of the Illinois Council on Vocational Education with the Illinois State Board of Education on Evaluation. Report 6. 17p. 1mf. L1 ED 318 874
- Evaluation Guide for Bilingual Vocational Training. 103p. 2mf. L1 ED 319 244
- Evaluation Semiotic. 36p. 1mf. L1 ED 319 772
- Germanna Community College Outcome Assessment Plan. Revised. 81p. 1mf. L1 ED 319 433
- Harmony in Career Learning and Scholastic System: Project Hi-Class 1988-89. OREA Evaluation Section Report. 32p. 1mf. L1 ED 319 874
- Literacy Portfolios. 11p. 1mf. L1 ED 319 020
- Schine-ing Example: How To Evaluate the College Union. 7p. 1mf. L1 ED 319 275
- Simultaneous Replication: A Technique for Large-Scale Research. 24p. 1mf. L1 ED 319 799
- Statistical Methods Used in "American Educational Research Journal," "Journal of Educational Psychology," and "Sociology of Education" from 1972 through 1987. 34p. 1mf. L1 ED 319 797
- Successful Program Review. A Practical Guide in Evaluating Programs in Academic Settings. 139p. mf. L3 ED 319 335

Evaluation Needs
- Impact of Universities' ERPs? 17p. 1mf. L1 ED 319 286

Evaluation Problems
- Formative Experiments on Technologies That Change the Organization of Instruction. 13p. 1mf. L1 ED 319 404

Evaluation Research
- Linking Outcomes Assessment and the Freshman Experience. 16p. 1mf. L1 ED 319 291

Evaluation Utilization
- Communicating Evaluation Findings: The Use of a Chart Essay. 27p. 1mf. L1 ED 319 798
- Guide to the Process of Evaluating School Principals. Monograph No. 2. 43p. 1mf. L1 ED 319 141
- Linking Outcomes Assessment and the Freshman Experience. 16p. 1mf. L1 ED 319 291

Evaluators
- Novices, Experts, Veterans, and Masters: The Role of Content and Pedagogical Knowledge in Evaluating Teaching. 19p. 1mf. L1 ED 319 815

Evolution
- What Do Prospective Science Teachers Understand about the Nature of Science? 13p. 1mf. L1 ED 319 603

Excellence in Education
- Components of the Knowledge Base of Teacher Education: Questions Teacher Educators Have To Answer. 28p. 1mf. L1 ED 319 716
- Educational Excellence Act of 1989. Hearing on S. 695 To Promote Excellence in American Education by Recognizing and Rewarding Schools, Teachers, and Students for Their Outstanding Achievements, Enhancing Parental Choice, Encouraging the Study of Science, Mathematics, and Engineering, and for Other Purposes, before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United States Senate, One Hundred First Congress, First Session. 341p. 4mf. L1 ED 319 105
- Long-Range Plan for Technology in Elementary and Secondary Education in New York State. Using Technology To Pursue Excellence in Schools. 68p. 1mf. L1 ED 319 397

(Continued)

Excellence in Education (Continued)
National Goals for Education.
10p. 1mf. L1 ED 319 143
Voices in American Education: Conversations with Patricia Biehl, Derek Bok, Daniel Callahan, Robert Coles, Edwin Dorn, Georgie Anne Geyer, Henry Giroux, Ralph Ketcham, Christopher Lasch, Elizabeth Minnich, Frank Newman, Robert Payton, Douglas Sloan, and Manfred Stanley.
220p. mf. L3 ED 319 137

Exercise
Elder Fit. A Health and Fitness Guide for Older Adults.
73p. 1mf. L2 ED 319 702
Exercise Do's and Don'ts: Guidelines for Fitness Activities.
7p. 1mf. L1 ED 319 720

Exercise Physiology
Clinical Experiences in Athletic Training.
102p. mf. L3 ED 319 730
Medicine and Physical Education: A Successful Education Experiment.
8p. 1mf. L1 ED 319 695

Exhibits
Exhibit Interpreter: An Attention-Focuser in Science Museums.
25p. 1mf. L1 ED 319 616

Expenditure per Student
Performance of America's Primary and Secondary Schools.
25p. 1mf. L1 ED 319 866

Expenditures
Federal Expenditures by State for Fiscal Year 1989.
68p. 1mf. L1 ED 319 810
Washington Community Colleges Academic Year Report, 1988-89.
77p. 1mf. L1 ED 319 426

Experiential Learning
Enhancing Pre-Service Teachers' Contextual Understandings about Their Learners.
17p. 1mf. L1 ED 319 707
Implementing Experiential Based Education in a Rural Setting.
51p. 1mf. L1 ED 319 560
School Bookstore: A Vehicle for the Integration of Learning.
7p. 1mf. L1 ED 319 655
Wading In: John Dewey, Paulo Freire, the Chicago Transit Authority.
12p. 1mf. L1 ED 319 052

Expert Systems
On the Nature and Function of Explanation in Intelligent Information Retrieval.
14p. 1mf. L1 ED 319 412

Expert Witness
Assessment of Emotional Distress in Personal Injury Litigation.
57p. 1mf. L1 ED 318 934

Experts
Consensus on Desirable Characteristics of Mail Questionnaires: Illusion or Reality?
23p. 1mf. L1 ED 319 804

Explanations
On the Nature and Function of Explanation in Intelligent Information Retrieval.
14p. 1mf. L1 ED 319 412

Expressive Language
Are Principles of Writing across the Curriculum Applicable to ESL Students in Content Courses? Research Findings.
20p. 1mf. L1 ED 319 264

Extended Teacher Education Programs
Collaboratively Supervised Teaching Internship: Implications for Future Supervision.
33p. 1mf. L1 ED 319 739

Extension Education
Effective Extension Model for Early Childhood Education.
24p. 1mf. L1 ED 319 458
Telecommunications in Teacher Education: Closing the Gap between University and Extension Programs.
15p. 1mf. L1 ED 319 678

Extracurricular Activities
Boundary Breakers: A Team Building Guide for Student Activity Advisers.
34p. 1mf. L2 ED 319 152
Empowering the Nontraditional Student through Adult-Specific Programming.
11p. 1mf. L1 ED 319 455
Schine-ing Example: How To Evaluate the College Union.
7p. 1mf. L1 ED 319 275
Study of University of Central Texas Student Opinions Concerning Academic and Service Programs.
36p. 1mf. L1 ED 319 306

F Test
Summarizing Monte Carlo Results in Methodological Research: The Oneway Fixed-Effects ANOVA Case.
30p. 1mf. L1 ED 319 774

Facsimile Transmission
A.S.A.P. (As Soon As Possible). A Multitype Library Fax Consortium.
48p. 1mf. L1 ED 319 389
Benefits of Telefacsimile for High School Library Media Centers.
Telefacsimile in Schools: Why Fax?
13p. 1mf. L1 ED 319 390

Factor Analysis
Instrument To Measure Spatial-Symbolic Information Processing Ability.
17p. 1mf. L1 ED 319 609

Factor Structure
Multidimensionality of Students' Evaluations of Teaching Effectiveness: The Generality of Factor Structures across Academic Discipline, Instructor Level, and Course Level.
18p. 1mf. L1 ED 319 788
Self-Concepts of Young Children Aged 5 to 8: Their Measurement and Multidimensional Structure.
44p. 1mf. L1 ED 319 789

Faculty College Relationship
Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education; Volume 16.
271p. 3mf. L2 ED 319 309
Unionization among College Faculty--1990.
13p. 1mf. L2 ED 319 310

Faculty Development
Center for Core Studies at Brooklyn College. Executive Summary.
246p. 3mf. L1 ED 319 339
Elementary Teacher Needs Assessment Using Transactional Evaluation.
13p. 1mf. L1 ED 319 636
FACET Report. Toward 2001: An Odyssey of Excellence.
30p. 1mf. L1 ED 319 418
Guides in Gifted Education.
181p. 2mf. L1 ED 319 176
Industry/Postsecondary Education Partnership for Faculty Development.
45p. 1mf. L1 ED 319 338
Making of a Professor.
12p. 1mf. L1 ED 319 295
What Today's Educational Technology Needs: Defensible Evaluations and Realistic Implementation.
13p. 1mf. L1 ED 319 367

Faculty Evaluation
FACET Report. Toward 2001: An Odyssey of Excellence.
30p. 1mf. L1 ED 319 418
Seven Principles for Good Practice in Undergraduate Education: Faculty Inventory. Institutional Inventory.
32p. 1mf. L1 ED 319 293
Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #1.
107p. 2mf. L1 ED 319 299

Faculty Promotion
Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #5.
161p. 2mf. L1 ED 319 303
Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #2.
90p. 1mf. L1 ED 319 300

Faculty Publishing
Identification of the Significant Dimensions of Faculty Scholarship.
15p. 1mf. L1 ED 319 319

Faculty Recruitment
FACET Report. Toward 2001: An Odyssey of Excellence.
30p. 1mf. L1 ED 319 418
Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #3.
46p. 1mf. L1 ED 319 301
Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #1.
107p. 2mf. L1 ED 319 299

Faculty Workload
Staff to Student Ratios: Class Size/Caseload. Volumes 1, 2, and 3.
1180p. 13mf. L1 ED 319 205

Family (Sociological Unit)
Family Policy on the Community Level.
21p. 1mf. L1 ED 319 489

Family Caregivers
Community Care of the Aged in Scandinavia.
54p. 1mf. L1 ED 318 849
Family Caregivers.
18p. 1mf. L1 ED 318 946

Family Characteristics
Characteristics of the National School Lunch and School Breakfast Program Participation.
54p. 1mf. L2 ED 319 847
Portrayal of Families on Prime Time Television.
35p. 1mf. L2 ED 319 075

Family Communication
Portrayal of Families on Prime Time Television.
35p. 1mf. L2 ED 319 075

Family Day Care
Child Care Council of Westchester's "Hope for the Homeless."
8p. 1mf. L1 ED 319 507

Family Environment
Effects of Infant Day Care on Children's Social Behavior: An Examination of Within-Group Differences.
20p. 1mf. L1 ED 319 513
Homework as a Learning Experience. What Research Says to the Teacher. Third Edition.
34p. 1mf. L2 ED 319 492
Role of Parental Attitudes and the Quality of the Home Learning Environment in the Mental Development of Prematurely Born Children.
18p. 1mf. L1 ED 319 217

Family Health
Family and Individual Health. Performance Objectives and Criterion-Referenced Test Items.
114p. 2mf. L2 ED 318 858

Family Income
Characteristics of the National School Lunch and School Breakfast Program Participation.
54p. 1mf. L2 ED 319 847

Family Influence
Conflict and Attachment: The Experience of Disorganized/Controlling Children.
15p. 1mf. L1 ED 319 496
Effects of Infant Day Care on Children's Social Behavior: An Examination of Within-Group Differences.
20p. 1mf. L1 ED 319 513
Through the Eyes of Children: A Comparative Study of Children's Perceptions of Parental Roles According to Three Types of Family Structures.
19p. 1mf. L1 ED 319 505

Family Involvement
Urban Academy: A Dropout Prevention and Demonstration Project 1988-89. OREA Report.
24p. 1mf. L1 ED 319 873

Family Life
Adult Children.
9p. 1mf. L1 ED 318 944
Dual Career Couples in the University: Policies and Problems.
25p. 1mf. L1 ED 318 938
Portrayal of Families on Prime Time Television.
35p. 1mf. L2 ED 319 075
Ward Doesn't Live Here Anymore.
15p. 1mf. L2 ED 3[illegible]8 956

Family Policy
Family Policy on the Community Level.
21p. 1mf. L1 ED 319 489

Family Problems
Developing and Instituting a Parenting Course for Parents of Children Ages 3 through 14 Years.
56p. 1mf. L1 ED 319 510

Family Programs
Family Support: Education and Involvement. A Guide for State Action.
71p. 1mf. L2 ED 319 112
Generation of Policy Options: The Family.
37p. 1mf. L1 ED 319 168
Making JOBS Work. What the Research Says about Effective Employment Programs for AFDC Recipients.
103p. 2mf. L2 ED 319 843
Shared Visions, Double Vision, and Changing Perspectives: A College/School Parent Participation Program.
33p. 1mf. L1 ED 319 833

Family Relationship
Chinese Perspectives on Aging in the People's Republic of China.
50p. 1mf. L1 ED 318 848
Community Care of the Aged in Scandinavia.
54p. 1mf. L1 ED 318 849
Family Support Networks.
8p. 1mf. L1 ED 318 947
Grandparenting.
10p. 1mf. L1 ED 318 948
Intergenerational Relationships.
13p. 1mf. L1 ED 318 950
Portrayal of Families on Prime Time Television.
35p. 1mf. L2 ED 319 075
Relationships between Parenting Stress, Marital Stress, and Social Support for Mothers and Fathers.
11p. 1mf. L1 ED 319 515
Teenage Parenthood, Poverty and Dependency: Do We Know How To Help? Background Briefing Report and Meeting Highlights.
39p. 1mf. L1 ED 318 887

Family Size
Family and Friend Relationships of Only Children: A Study of Adult Population in China.
41p. 1mf. L1 ED 319 487

Family Structure
Through the Eyes of Children: A Comparative Study of Children's Perceptions of Parental Roles According to Three Types of Family Structures.
19p. 1mf. L1 ED 319 505

Family Violence
Magistrates' Survey. 1988 Follow-Up: Analysis of Results. Report to the Governor's Task Force on Domestic Violence.
27p. 1mf. L1 ED 318 975
Provision of Children's Services Within Battered Women's Shelters: A Model Children's Program.
85p. 1mf. L1 ED 318 977

Farmers
The Iowa Family Farm.
33p. 1mf. L1 ED 319 641

Farms
The Iowa Family Farm.
33p. 1mf. L1 ED 319 641

Fathers
Links between Infant Day Care and Family Environment: Care Arrangements and the Role of the Father.
11p. 1mf. L1 ED 319 512
Teenage Parenthood, Poverty and Dependency: Do We Know How To Help? Background Briefing Report and Meeting Highlights.
39p. 1mf. L1 ED 318 887

Federal Aid
Federal Expenditures by State for Fiscal Year 1989.
68p. 1mf. L1 ED 319 810
Indian Educational Technical Amendments Act of 1985. Report To Accompany H.R. 2908. House of Representatives, 99th Congress, 1st Session.
21p. 1mf. L1 ED 319 556
National Board for Professional Teaching Standards. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session.
90p. 1mf. L1 ED 319 703
State Needs Assessments, Title II EESA: A Summary Report.
36p. 1mf. L1 ED 319 124

Federal Indian Relationship
Indian Educational Technical Amendments Act of 1985. Report To Accompany H.R. 2908. House of Representatives, 99th Congress, 1st Session.
21p. 1mf. L1 ED 319 556
Special Education: Estimates of Handicapped Indian Preschoolers and Sufficiency of Services. Briefing Report to Congressional Requesters.
69p. 1mf. L1 ED 319 178

Federal Legislation
Children's Television Act of 1989. Senate Report together with Minority Views of the Senate Committee on Commerce, Science, and Transportation on S. 1992. One Hundred First Congress, First Session.
31p. 1mf. L1 ED 319 519
Economic and Social Benefits of Early Childhood Education. Hearing before the Subcommittee on Education and Health of the Joint Economic Committee, Congress of the United States. One Hundred First Congress, First Session.
132p. 2mf. L1 ED 319 485
Educating Undocumented Children: A Review of Practices and Policies. A Trends and Issues Paper.
51p. 1mf. L1 ED 319 585
Hearing on H.R. 3, Early Childhood Education and Development Act. Hearing before the Committee on Education and Labor, House of Representatives. One Hundred First Congress, Second Session (San Francisco, California, January 19, 1990).
173p. 2mf. L1 ED 319 491
Indian Educational Technical Amendments Act of 1985. Report To Accompany H.R. 2908. House of Representatives, 99th Congress, 1st Session.
21p. 1mf. L1 ED 319 556
One Nation, Indivisible: The Civil Rights Challenge for the 1990s.
659p. 7mf. L1 ED 319 835
Relationship between Chapter 1 and Special Education Services for Mildly Handicapped Students: A Substudy of the National Assessment of Chapter 1.
95p. 1mf. L1 ED 319 186
Residency and Guardianship Requirements as Barriers to the Education of Homeless Children and Youth.
38p. 1mf. L1 ED 319 845

Federal Programs
Colorado 1988 Annual ECIA Chapter 2 Report: Public Law 97-35.
49p. 1mf. L1 ED 319 573
Special Projects: Meeting Special Needs.
13p. 1mf. L1 ED 319 569

Federal State Relationship
Study of Distance Education Policies in State Education Agencies.
35p. 1mf. L1 ED 319 402

Federalist Papers
Teaching "Federalist #10": A Lesson Plan for High School Teachers.
18p. 1mf. L1 ED 319 640

Federalists
Citizen Participation and Effective Political Parties: Mutual Exclusivity or Necessary Interdependence?
33p. 1mf. L1 ED 319 658

Feedback
Effect of Feedback on the Illusion of Knowing and Comprehension Monitoring of College Students.
18p. 1mf. L1 ED 319 003

Females
"Remember the Ladies"--Women in the Curriculum. ERIC Digest.
4p. 1mf. L1 ED 319 652
Body Image and Self-Esteem in Normal Weight Women.
13p. 1mf. L1 ED 318 983
Double Jeopardy--The Precarious Status of Women of Color: Issues of Race/Ethnicity and Gender at the Storrs Campus. The Status of Women at the University of Connecticut.
55p. 1mf. L1 ED 319 315
Employment Equity Act. Annual Report = Loi sur l'equite en matiere d'emploi. Report annuel.
227p. 3mf. L2 ED 319 818
Exploration of Factors Influencing the Career Preferences of Junior High Students.
33p. 1mf. L1 ED 319 632
Guide for Planning, Implementing, and Evaluating a Mentoring Program. Hand in Hand: Mentoring Young Women. Book 1.
114p. 2mf. L1 ED 318 971
Health Care Financing and Midlife Women: A Sick System. Gray Paper.
14p. 1mf. L1 ED 318 904
Ideabook for Mentors. Hand in Hand: Mentoring Young Women. Book 2.
39p. 1mf. L1 ED 318 972
Investigation of the Differences in Attitude and Achievement between Male and Female Second and Fifth Grade Science Students.
13p. 1mf. L1 ED 319 614
Older Women and Pensions: Catch 22. Gray Paper.
20p. 1mf. L1 ED 318 903
Picture of Health for Midlife and Older Women in America. Mother's Day Report 1987.
13p. 1mf. L1 ED 318 906
Profile of Elder Abuse and Neglect in Tennessee.
21p. 1mf. L1 ED 319 725
Report on the Status of Midlife and Older Women in America. Mother's Day Report 1986.
9p. 1mf. L1 ED 318 905
Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Final Report.
58p. 1mf. L1 ED 319 304
Trends in High School Math and Science Course Taking: Effects of Gender and Ethnicity.
32p. 1mf. L1 ED 319 593
Women in Colonial and Revolutionary America.
50p. 1mf. L1 ED 319 676
Women's Sex-role Self-Concept: A Study of Career Choice and Satisfaction.
33p. 1mf. L1 ED 318 937
1990 Journal of the American Association of Women in Community and Junior Colleges.
49p. 1mf. L1 ED 319 424

Feminization of Poverty
Older Women and Pensions: Catch 22. Gray Paper.
20p. 1mf. L1 ED 318 903
Report on the Status of Midlife and Older Women in America. Mother's Day Report 1986.
9p. 1mf. L1 ED 318 905
Road to Poverty: A Report on the Economic Status of Midlife and Older Women in America. Mother's Day Report 1988.
13p. 1mf. L1 ED 318 907

Ferris State University MI
Holistic Approach to Improving Advising at Ferris State University. 1988-89 Information Paper.
25p. 1mf. L1 ED 318 955

Field Experience Programs
Realities of Implementing a Partnership Program.
10p. 1mf. L1 ED 319 705
Teachers on Television. Observing Teachers and Students in Diverse Classroom Settings through the Technology of Television.
499p. 6mf. L2 ED 319 711

Field Interviews
Interviewer as Critic: Distortion of the Voice in the Collection of Oral Narratives.
18p. 1mf. L2 ED 319 078

Field Tests
Challenges of Formative Testing: Conducting Situated Research in Classrooms. Technical Report No. 48.
7p. 1mf. L2 ED 319 380
Formative Experiments on Technologies That Change the Organization of Instruction.
13p. 1mf. L1 ED 319 404

Finance Reform
General Sales Taxation. National Education Association Search.
23p. 1mf. L1 ED 319 100
Personal Income Taxation. National Education Association Search.
30p. 1mf. L1 ED 319 099
Property Taxation. National Education Association Search.
21p. 1mf. L1 ED 319 098
Rural Disadvantage: Growing Income Disparities between Rural and Urban Areas.
31p. 1mf. L2 ED 319 857
State Incentive Funding: Leveraging Quality.
7p. 1mf. L1 ED 319 294
Understanding State School Finance Formulas. National Education Association Search.
27p. 1mf. L1 ED 319 101

Financial Audits
Special Report on the Alaska Commission on Postsecondary Education--Collection of Defaulted Student Loans.
25p. 1mf. L1 ED 319 281

Financial Needs
State Priorities in Higher Education: 1990.
39p. 1mf. L1 ED 319 325
Study of University of Central Texas Student Opinions Concerning Academic and Service Programs.
36p. 1mf. L1 ED 319 306

Financial Policy
Impact of Universities' ERPs?
17p. 1mf. L1 ED 319 286

Financial Support
Capital Outlay: A Critical Concern in Rural Education. ERIC Digest.
3p. 1mf. L1 ED 319 583
Financing Human Capital.
57p. 1mf. L2 ED 319 862
How University Professors Perceive the Profits Associated with Collaboration with External Funding Sources.
41p. 1mf. L1 ED 319 331
Just Who Are These International Students Anyway?
18p. 1mf. L1 ED 319 260
National Board for Professional Teaching Standards. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session.
90p. 1mf. L1 ED 319 703

Fire Fighters
Measuring Task Proficiency with Tailored Response Testing.
6p. 1mf. L1 ED 319 776

Fiscal Capacity
Financing Human Capital.
57p. 1mf. L2 ED 319 862

Florida
Impact of Undergraduate Enhancement Funding. Report and Recommendations of the Postsecondary Education Planning Commission. Report 7.
82p. 1mf. L1 ED 319 324
Snowbirds in the Sun Belt: Older Canadians in Florida.
128p. 2mf. L1 ED 318 842

Focus Marking
"Only" and Focus.
15p. 1mf. L1 ED 319 246

Followup Materials
Variations in Mail Survey Procedures: Comparison of Response Rates and Cost.
12p. 1mf. L1 ED 319 803

Followup Studies
Assessing Post-School Outcomes for Students with Moderate to Severe Mental Retardation. Project Report No. 89-1.
80p. 1mf. L1 ED 319 203
College Attendance Patterns of Rural Youth: Results from Iowa's Class of 1983. One in a Series of Reports in NCREL's Rural Education Program.
52p. 1mf. L1 ED 319 557
Evaluating Post-School Transition of Secondary Students with Moderate to Severe Handicaps. Final Report.
42p. 1mf. L1 ED 319 202

Food
Foods of the Pioneer Family.
26p. 1mf. L1 ED 319 673

Food Service
Food and Nutrition (Advanced). Performance Objectives and Criterion-Referenced Test Items.
80p. 1mf. L2 ED 318 856

Foods Instruction
Food and Nutrition (Advanced). Performance Objectives and Criterion-Referenced Test Items.
80p. 1mf. L2 ED 318 856
Food and Nutrition (Intermediate). Performance Objectives and Criterion-Referenced Test Items.
120p. 2mf. L2 ED 318 855

Foreign Students
Just Who Are These International Students Anyway?
18p. 1mf. L1 ED 319 260
Laying It On the Line.
35p. 1mf. L1 ED 319 233
Life after Graduate School: Skill Development for International Scholarship.
20p. 1mf. L1 ED 319 241

Foreign Workers
Foreign Workers and Foreign Workers' German.
19p. 1mf. L1 ED 319 257

Form Classes (Languages)
Development of Affixes in Urdu: A Case Study.
27p. 1mf. L1 ED 319 238

Formative Evaluation
Challenges of Formative Testing: Conducting Situated Research in Classrooms. Technical Report No. 48.
7p. 1mf. L2 ED 319 380
Formative Experiments on Technologies That Change the Organization of Instruction.
13p. 1mf. L1 ED 319 404
Palenque Project: A Process of Design and Development as Research in the Evolution of an Optical Disc Prototype for Children. Technical Report No. 47.
15p. 1mf. L1 ED 319 391
Role of Formative Research in the Design of Educational Computer Software. Technical Report No. 49.
10p. 1mf. L1 ED 319 392
Statewide School Dropout Identification and Strategy Development Program: Does It Work?
20p. 1mf. L1 ED 319 796

Formula Funding
Understanding State School Finance Formulas. National Education Association Search.
27p. 1mf. L1 ED 319 101

Fossilized English
Changing Fossilized Speech: What Does It Take?
21p. 1mf. L1 ED 319 265

Foundations of Education
History of Higher Education Annual: Volume 7, 1987.
137p. 2mf. L1 ED 319 270

Frail Elderly
Family Support Networks.
8p. 1mf. L1 ED 318 947

France
Old Age Policy in France.
29p. 1mf. L1 ED 318 844

Freedom of Information
Library and Information Services for Democracy. A Select ERIC Bibliography Prepared on a Theme of the 1991 White House Conference on Library and Information Services. ERIC/IR Mini-Bib.
4p. 1mf. L1 ED 319 414

French
Passport: Technology To Help the Middle Grades Second Languages Teachers.
104p. 2mf. L1 ED 319 243

Freshman Composition
Analysis of History Course Success Based on English Eligibility.
8p. 1mf. L1 ED 319 450
Discourse Analysis of Collaborative Groups: Exploring the Role of Gender in Conversation.
44p. 1mf. L1 ED 319 049
Growth and Conflict in Basic Writing.
12p. 1mf. L1 ED 319 056
Knowledge of Composition.
18p. 1mf. L1 ED 319 048
Some Sources of Written Genre Interference in the Work of Basic Writers.
17p. 1mf. L1 ED 319 064
Wading In: John Dewey, Paulo Freire, the Chicago Transit Authority.
12p. 1mf. L1 ED 319 052
Working Topics for Students' Papers.
9p. 1mf. L1 ED 319 066

Friendship
Family and Friend Relationships of Only Children: A Study of Adult Population in China.
41p. 1mf. L1 ED 319 487
Pets and the Elderly.
13p. 1mf. L1 ED 318 952

Fringe Benefits
Annual Report on the Economic Status of the Profession, 1989-90.
97p. 2mf. L1 ED 319 292
Cleveland Association for the Education of Young Children Salary Survey Report: 1988, 1976, 1979, and 1984.
93p. 1mf. L1 ED 319 474
Growing Old in Sweden.
53p. 1mf. L1 ED 318 846
Ontario Universities Benefits Survey, 1989-90. Part I: Benefits Excluding Pensions.
218p. 3mf. L2 ED 319 317
Ontario Universities Benefits Survey, 1989-90. Part II: Pensions.
49p. 1mf. L2 ED 319 318
Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #1.
107p. 2mf. L1 ED 319 299
Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #2.
90p. 1mf. L1 ED 319 300

Fuels
Diesel Fuel Systems. Teacher Edition (Revised).
312p. 4mf. L2 ED 318 918

Full Time Faculty
Salaries of Full-Time Instructional Faculty on 9- and 10-Month Contracts in Institutions of Higher Education, 1977-78 through 1987-88. Survey Report.
21p. 1mf. L1 ED 319 308

Fund Raising
Leadership Practice: How I Raised One Hundred Thousand Dollars This Year with No Fund Raising Experience.
14p. 1mf. L1 ED 319 423
One-Person Development Office.
54p. 1mf. L1 ED 319 118
Your Library Dream Can Become a Reality Too: The Clay Springs, Arizona, Story.
8p. 1mf. L1 ED 319 413

Future Farmers of America
Future Farmers of America--A Profile of Chapters and Advisors.
25p. 1mf. L1 ED 318 921

Futures (of Society)
Closing the Gap: Meeting the Small Business Training Challenge in Connecticut.
41p. 1mf. L1 ED 318 867
Homework as a Learning Experience. What Research Says to the Teacher. Third Edition.
34p. 1mf. L2 ED 319 492
National Goals for Education.
10p. 1mf. L1 ED 319 143
Schools for the Twenty-First Century: Leadership Imperatives for Educational Reform.
164p. mf. L3 ED 319 128
Seizing the Future: A Commitment to Competitiveness.
31p. 1mf. L1 ED 318 866
Selected Speeches, Addresses, Remarks, and Testimony of the Assistant Secretary of Education for Educational Research and Improvement, October 23-December 11, 1989.
89p. 1mf. L1 ED 319 108
Training America. Learning to Work for the 21st Century.
21p. 1mf. L1 ED 318 840
Who Cares for America's Children? Child Care Policy for the 1990s. Panel on Child Care Policy. Prepublication Copy.
362p. 4mf. L1 ED 319 523
2020 Perfect Vision for the Next Century: An Environmental Scan.
128p. 2mf. L1 ED 319 451

G I Bill
Montgomery GI Bill. Hearings before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, One Hundred First Congress, First Session (September 14 and 21, 1989).
473p. 5mf. L1 ED 318 895
Gateway Systems
Microcomputer-Based User Interface for Library Online Catalogue.
15p. 1mf. L1 ED 319 384
Gender Constancy
Gender Schematization and Gender Scripts: Sometimes a Little Knowledge Can Be Dangerous.
34p. 1mf. L1 ED 319 473
General Education
Center for Core Studies at Brooklyn College. Executive Summary.
246p. 3mf. L1 ED 319 339
Content of General Education in Relation to Occupational Training. Country Experiences.
72p. 1mf. L2 ED 318 884
Proceedings of the Annual Conference of the Midwest Philosophy of Education Society (Chicago, Illinois, November 13-14, 1987 and November 11-12, 1988).
233p. 3mf. L1 ED 319 670
Geographic Distribution
Just Who Are These International Students Anyway?
18p. 1mf. L1 ED 319 260
Geographic Location
Seeking a Core of World Regional Geography Place Names: An Analysis of Published Materials.
18p. 1mf. L1 ED 319 675
Geography
Developing Skills in Geographical Education.
361p. 4mf. L1 ED 319 644
Geography Instruction
Developing Skills in Geographical Education.
361p. 4mf. L1 ED 319 644
Placing Geography in the Curriculum: Ideas from the Western PLACE Conference (Boulder, Colorado, August 9-11, 1987).
256p. 3mf. L2 ED 319 637
Seeking a Core of World Regional Geography Place Names: An Analysis of Published Materials.
18p. 1mf. L1 ED 319 675
Teaching about North America: Some Fresh Perspectives.
7p. 1mf. L1 ED 319 674
Geometry
Effects of Grouping Patterns in a Cooperative Learning Environment on Student Academic Achievement.
50p. 1mf. L1 ED 319 617
Reliability of Using a Focused-Holistic Scoring Approach To Measure Student Performance on a Geometry Proof.
82p. 1mf. L1 ED 319 748
German
Foreign Workers and Foreign Workers' German.
19p. 1mf. L1 ED 319 257
German By Satellite
Distance Learning Evaluation Study, Phase I. A Study of North Dakota and Missouri Schools Implementing German I by Satellite. Descriptive Statistical Report.
54p. 1mf. L1 ED 319 382
Gerontology
Chinese Perspectives on Aging in the People's Republic of China.
50p. 1mf. L1 ED 318 848
Community Care of the Aged in Scandinavia.
54p. 1mf. L1 ED 318 849
Discussions about Aging: Sweden and the United States.
73p. 1mf. L1 ED 318 850
Growing Old in Sweden.
53p. 1mf. L1 ED 318 846
Report on the United Nations World Assembly on Aging. Based on a Follow-Up Conference (Tampa, Florida, December 7, 1983).
45p. 1mf. L1 ED 318 841
Ghana
Aging and Old Age in Ghana.
26p. 1mf. L1 ED 318 932
Ghettos
Strangers From a Different Shore. A History of Asian Americans.
570p. mf. L3 ED 319 839
Gifted
Center for the Arts and Sciences Follow-Up Study of 1989 Graduates.
36p. 1mf. L1 ED 318 923
Evaluation of the 1988 Summer Enrichment Program for the Gifted and Talented at the University of Northern Colorado and Making a Good Program for Gifted and Talented Children Better: Improving a Program through Evaluation.
91p. 1mf. L1 ED 319 207
Guides in Gifted Education.
181p. 2mf. L1 ED 319 176
Identifying and Serving the Gifted New Immigrant/Refugee: Problems, Strategies, Implications.
30p. 1mf. L1 ED 319 209
Teaching Gifted Kindergarten and Primary Children in the Regular Classroom. Meeting the Mandate. OSSC Bulletin Special Issue.
128p. 2mf. L1 ED 319 125
Teaching Science to the Gifted.
37p. 1mf. L1 ED 319 157
Validity and Reliability of Instruments Used in Identifying Gifted and Talented Students.
39p. 1mf. L1 ED 319 159
Year Round School Concept for Gifted Learners.
9p. 1mf. L1 ED 319 215
Global Approach
Social Studies 20 and Social Studies 23. Interim Teacher Resource Manual.
215p. 3mf. L1 ED 319 645
Studying the World and the United Nations System.
182p. mf. L3 ED 319 661
Thinking Skills for an Interdependent World.
9p. 1mf. L1 ED 319 671
Global Warming
Air Quality and Pollution. Environmental Studies. 4 Color Transparencies, Reproducibles & Teaching Guide. Grade 3, 4, 5.
29p. 1mf. L2 ED 319 624
Energy and the Environment. Environmental Studies. 4 Color Transparencies, Reproducibles & Teaching Guide. Grade 3, 4, 5.
31p. 1mf. L2 ED 319 627
Governance
Functions of Institutional Research. 2nd Edition.
22p. 1mf. L1 ED 319 327
In Search of Community.
16p. 1mf. L1 ED 319 276
Nelson Rockefeller and the Politics of Higher Education in New York State.
29p. 1mf. L1 ED 319 271
Government Role
Alternative Model of Childcare: The Experience of the National Trades Union Congress of Singapore.
22p. 1mf. L1 ED 319 494
Evaluation of Science and Geography Documents and Texts in Ontario Schools from an Environmental Perspective.
208p. 3mf. L1 ED 319 615
Family Policy on the Community Level.
21p. 1mf. L1 ED 319 489
Federal Drug Data for National Policy.
17p. 1mf. L1 ED 318 928
Financing Human Capital.
57p. 1mf. L2 ED 319 862
Health Care Financing and Midlife Women: A Sick System. Gray Paper.
14p. 1mf. L1 ED 318 904
Mobilizing Resources to Better Serve Children At-Risk. Bulletin No. 0067.
124p. 2mf. L1 ED 319 865
One Nation, Indivisible: The Civil Rights Challenge for the 1990s.
659p. 7mf. L1 ED 319 835
Reallocation of Financial Aid from Poor to Middle Income and Affluent Students, 1978 to 1990. ACT Student Financial Aid Research Report Series 90-2.
75p. 1mf. L1 ED 319 312
Special Education: Estimates of Handicapped Indian Preschoolers and Sufficiency of Services. Briefing Report to Congressional Requesters.
69p. 1mf. L1 ED 319 178
Vocational Training for Self Employment. ILO's Experience in Africa.
21p. 1mf. L1 ED 318 853
Government School Relationship
CASE: Instructions and Data Specification for Reporting DHHS Obligations to Institutions of Higher Education and Other Nonprofit Organizations. FY 1989. Volume 1.
31p. 1mf. L1 ED 319 288
Community Education and Economic Development: Activities in the Field and Potential New Models.
104p. 2mf. L1 ED 318 892
Education Politics for the New Century: The Twentieth Anniversary Yearbook of the Politics of Education Association. Falmer Press Education Policy Perspectives Series.
178p. 2mf. L1 ED 319 140
Selected Speeches, Addresses, Remarks, and Testimony of the Assistant Secretary of Education for Educational Research and Improvement, October 23-December 11, 1989.
89p. 1mf. L1 ED 319 108
1990 Agenda for the National Center for Research in Vocational Education.
43p. 1mf. L2 ED 318 870
Grade Point Average
Academic Performance of PVCC Transfers to Virginia Public Senior Institutions of Higher Education (1988-89).
31p. 1mf. L1 ED 319 420
Examination of the Relationship between Critical Thinking and Academic Success on a University Campus.
30p. 1mf. L1 ED 318 936
Grade Prediction
Students' Predictions of Test Grades: Calibration and Metacognition.
6p. 1mf. L1 ED 319 812
Grade Repetition
Indicators of Student Flow Rates in Honduras: An Assessment of an Alternative Methodology, with Two Methodologies for Estimating Student Flow Rates. BRIDGES Research Report No. 6.
45p. 1mf. L1 ED 319 116
June 1989 Grade Retention in Chicago Public Elementary Schools. Monitoring and Researching the Effects of School Reform in Chicago.
45p. 1mf. L1 ED 319 499
Grade 1
Early Admission to Kindergarten and First Grade.
8p. 1mf. L1 ED 319 528
Handwriting: Grade 1 Manuscript Practice Book.
133p. 2mf. L2 ED 319 071
Spelling: Grade 1 Practice Book.
101p. 2mf. L2 ED 319 021
Grade 10
Relevant Writing Assessment: Instructionally-Sound Alternative Testing.
30p. 1mf. L1 ED 319 752
Grade 11
Manitoba Writing Assessment 1988, Grade 11. Preliminary Report: French Immersion Schools.
46p. 1mf. L1 ED 319 059
Validity of Alternative Measurement Procedures for Assessing Mathematical Problem-Solving Processes and Performance.
35p. 1mf. L1 ED 319 781
Grade 2
Handwriting: Grade 2 Manuscript Practice Book.
133p. 2mf. L2 ED 319 072
Investigation of the Differences in Attitude and Achievement between Male and Female Second and Fifth Grade Science Students.
13p. 1mf. L1 ED 319 614
Spelling: Grade 2 Practice Book.
133p. 2mf. L2 ED 319 022
Grade 3
Does Academic Performance Feedback Affect Children's Self-Esteem?
16p. 1mf. L1 ED 318 925
Handwriting: Grade 3 Cursive Practice Book.
133p. 2mf. L2 ED 319 073
Spelling: Grade 3 Practice Book.
133p. 2mf. L2 ED 319 023
Grade 4
Handwriting: Grade 4 Cursive Practice Book.
133p. 2mf. L2 ED 319 074
Manitoba Writing Assessment 1988, Grade 4. Preliminary Report: Franco-Manitoban Schools.
24p. 1mf. L1 ED 319 057
Spelling: Grade 4 Practice Book.
133p. 2mf. L2 ED 319 024
Statewide Assessment and Evaluation of Fourth Grade Mathematics Delivery System.
254p. 3mf. L1 ED 319 761
Grade 5
Investigation of the Differences in Attitude and Achievement between Male and Female Second and Fifth Grade Science Students.
13p. 1mf. L1 ED 319 614
Spelling: Grade 5 Practice Book.
133p. 2mf. L2 ED 319 025
Grade 6
Does Academic Performance Feedback Affect Children's Self-Esteem?
16p. 1mf. L1 ED 318 925
Language Arts Grade 6, Item Specificaitons. Minimum Performance Test.
31p. 1mf. L1 ED 319 043
Reading Grade 6, Item Specifications. Minimum Performance Test.
43p. 1mf. L1 ED 318 999
Spelling: Grade 6 Practice Book.
133p. 2mf. L2 ED 319 026
Grade 7
Social Class and Ability Group Placement in Mathematics in the Transition to Seventh Grade: The Role of Parental Involvement.
29p. 1mf. L1 ED 319 591
Grade 8
Findings from the NELS:88 Base Year Student Survey.
61p. 1mf. L1 ED 319 747
Instructional Discourse and Student Engagement.
35p. 1mf. L1 ED 319 780
Language Arts Grade 8, Item Specifications. Minimum Performance Test.
42p. 1mf. L1 ED 319 044
Manitoba Writing Assessment 1988, Grade 8. Preliminary Report: French Immersion Schools.
28p. 1mf. L1 ED 319 058
On and Off Computer Writing of Eighth Grade Students Experienced in Word Processing. Technical Report 90-1.
59p. 1mf. L1 ED 319 053
On the Twelfth Day of Testing My District Gave to Me a Useful Testing Strategy.
33p. 1mf. L1 ED 319 751
Reading and Written Expression Performance of Ten Asian/Pacific-Islander Ethnic Groups on the Eighth Grade California Assessment Program.
28p. 1mf. L1 ED 319 790
Reading Grade 8, Item Specifications. Minimum Performance Test.
40p. 1mf. L1 ED 319 000
Grade 9
Determinants of Smoking Status of Black Urban Adolescents.
8p. 1mf. L1 ED 319 848
Grading
Defining Expectations: The Essay Test Made Simpler.
14p. 1mf. L1 ED 319 466
Grading and Evaluation Practices and Policies of School Teachers.
58p. 1mf. L1 ED 319 782
Graduate Students
Graduate Student Concerns: A Study of a College of Education.
35p. 1mf. L1 ED 319 345
Life after Graduate School: Skill Development for International Scholarship.
20p. 1mf. L1 ED 319 241
Multidimensionality of Students' Evaluations of Teaching Effectiveness: The Generality of Factor Structures across Academic Discipline, Instructor Level, and Course Level.
18p. 1mf. L1 ED 319 788
Graduate Study
Collaboratively Supervised Teaching Internship: Implications for Future Supervision.
33p. 1mf. L1 ED 319 739
Graduate Student Handbook.
63p. 1mf. L1 ED 319 274
Master of Arts and Professional Studies Program.
29p. 1mf. L1 ED 319 337
Graduate Surveys
Assessing Post-School Outcomes for Students with Moderate to Severe Mental Retardation. Project Report No. 89-1.
80p. 1mf. L1 ED 319 203
Evaluating Post-School Transition of Secondary Students with Moderate to Severe Handicaps. Final Report.
42p. 1mf. L1 ED 319 202
Variations in Mail Survey Procedures: Comparison of Response Rates and Cost.
12p. 1mf. L1 ED 319 803
Graduation Requirements
Summer Bilingual Program, 1989. OREA Report.
21p. 1mf. L1 ED 319 250
Grandparents
Grandparenting.
10p. 1mf. L1 ED 318 948
Grants
Grants and Contracts Handbook.
34p. 1mf. L2 ED 319 150
Impact of Increased Loan Utilization among Low Family Income Students.
75p. 1mf. L1 ED 319 285
Grantsmanship
Grants and Contracts Handbook.
34p. 1mf. L2 ED 319 150
Graphs
Effect of Simultaneous Motion Presentation and Graph Generation in a Kinematics Lab.
13p. 1mf. L1 ED 319 597
Task Analyses of Critical Evaluations of Quantitative Arguments: First Steps in Critical Interpretation of Graphically Presented Data.
23p. 1mf. L1 ED 319 604
Teaching and Learning about Graphing through Computer-Assisted Problem Solving: Issues in the Design and Interpretation of Graphs, the Design and Use of Educational Software, and Classroom Research Methodology.
256p. 3mf. L1 ED 319 594
Great Britain
Implementing CPVE. Practical Advice on Designing, Operating and Evaluating CPVE.
55p. 1mf. L1 ED 318 897
Improving Efficiency in the Delivery of Services to the Aged in Great Britain.
27p. 1mf. L1 ED 318 843
Safety Management Systems.
30p. 1mf. L1 ED 318 896
Understanding Competence. A Development Paper.
40p. 1mf. L1 ED 318 889
Greece (Ancient)
Some Consequences of Limited Literacy in Late Antiquity.
13p. 1mf. L1 ED 319 662
Group Activities
Collaborative Learning, Circa 1880.
14p. 1mf. L1 ED 318 865
Group Discussion
Analysis of the Content and Form of Students' Verbal Interactions in Cooperative Groups.
49p. 1mf. L1 ED 319 082
Boundary Breakers: A Team Building Guide for Student Activity Advisers.
34p. 1mf. L2 ED 319 152
Teacher Managed Staff Development.
8p. 1mf. L1 ED 319 698
Group Dynamics
Analysis of the Content and Form of Students' Verbal Interactions in Cooperative Groups.
49p. 1mf. L1 ED 319 082
Discourse Analysis of Collaborative Groups: Exploring the Role of Gender in Conversation.
44p. 1mf. L1 ED 319 049
Group Homes
Living in the Community: A Comparative Study of Foster Homes and Small Group Homes for People with Mental Retardation. Project Report 28.
215p. 3mf. L1 ED 319 199
Group Membership
Annual Report to Membership, 1987. The President's Committee on Employment of the Handicapped.
38p. 1mf. L1 ED 319 164
Annual Report 1987-1988. The President's Committee on Employment of the Handicapped.
30p. 1mf. L1 ED 319 165
Fiscal Year 1988 Report. The President's Committee on Employment of People with Disabilities.
13p. 1mf. L1 ED 319 166
Group Unity
In Search of Community.
16p. 1mf. L1 ED 319 276
Grouping (Instructional Purposes)
Effects of Grouping Patterns in a Cooperative Learning Environment on Student Academic Achievement.
50p. 1mf. L1 ED 319 617
Grunig (James)
Application of Grunig's Symmetry-Asymmetry Public Relations Models to Internal Communication Systems.
30p. 1mf. L1 ED 319 076
Guinea
Bamako Initiative: Primary Health Care Experience. Children in the Tropics: Review of the International Children's Centre.
99p. 2mf. L1 ED 319 533
Gymnastics
Gymnastics in Schools.
15p. 1mf. L1 ED 319 689
Handicap Identification
Bangs Receptive Vocabulary Checklist: Manual and Stimulus Book.
90p. 1mf. L2 ED 319 155
Investigation of Subtypes and Severities of Learning Disabled Adults.
8p. 1mf. L1 ED 319 167
Special Education: Estimates of Handicapped Indian Preschoolers and Sufficiency of Services. Briefing Report to Congressional Requesters.
69p. 1mf. L1 ED 319 178
Hands On Experience
Effects of Encouragement or Discouragement for Using Hands-On Science Activities upon Teaching Style.
13p. 1mf. L1 ED 319 608
Handwriting
Handwriting: Preschool Activities Practice Book.
100p. 2mf. L2 ED 319 070
Harris (William Torrey)
William Torrey Harris and the Academic School.
16p. 1mf. L1 ED 319 666
Heads of Households
Laboring for Less: Working but Poor in Rural America.
71p. 1mf. L2 ED 319 566
Health
Abstracts of Research Papers 1990. Presented at the Annual Convention Consortium Meetings of the American Alliance for Health, Physical Education, Recreation and Dance (New Orleans, Louisiana, March 28-31, 1990).
355p. 4mf. L2 ED 319 701
Health Communication
Pharmacist-Patient Communication: A Structure of Intrapersonal Processes.
17p. 1mf. L1 ED 319 077
Health Education
AIDS Education: Gaps in Coverage Still Exist.
14p. 1mf. L1 ED 318 978
AIDS Education: Programs for Out-of-School Youth Slowly Evolving.
23p. 1mf. L1 ED 318 962
Development Communication Report, 1989/1-4, Nos. 64-67.
70p. 1mf. L1 ED 319 394
Family and Individual Health. Performance Objectives and Criterion-Referenced Test Items.
114p. 2mf. L2 ED 318 858
Leadership for AIDS Education. Keys to School Boardsmanship. A Program of Continuing Education for School Board Members.
433p. 5mf. L1 ED 319 111
Health Insurance
Health Care Financing and Midlife Women: A Sick System. Gray Paper.
14p. 1mf. L1 ED 318 904
Picture of Health for Midlife and Older Women in America. Mother's Day Report 1987.
13p. 1mf. L1 ED 318 906
Health Occupations
Tests on the Pathway to a Health Career.
59p. 1mf. L1 ED 319 305
Health Programs
AIDS Education: Programs for Out-of-School Youth Slowly Evolving.
23p. 1mf. L1 ED 318 962
Health Promotion
Nutrition Learning Packages.
177p. 2mf. L2 ED 319 723
Substance Abuse and the American Indian.
64p. 1mf. L1 ED 319 563
Wellness: The Body, Mind, and Spirit.
291p. mf. L3 ED 319 726
Health Services
Picture of Health for Midlife and Older Women in America. Mother's Day Report 1987.
13p. 1mf. L1 ED 318 906
Hearing Impairments
Attention to Language in Day Care Attending Children: A Mediating Factor in the Developmental Effects of Otitis Media.
15p. 1mf. L1 ED 319 511
Study of the Performance of Hearing Impaired Children on the K-ABC.
21p. 1mf. L1 ED 319 785
Heart Disorders
Medicine and Physical Education: A Successful Education Experiment.
8p. 1mf. L1 ED 319 695
Hersey Blanchard Situational Leadership Mod
Practicing What We Preach: Using Organizational Theory To Teach Organizational Communication.
21p. 1mf. L1 ED 319 092
Hidden Curriculum
Case for the Integration of Multicultural Education into the Curricula of Small Southern Rural Colleges and Universities.
25p. 1mf. L1 ED 319 549
Hierarchical Analysis
Using Hierarchical Models of Studying To Evaluate the Character of Students' Study Activities.
38p. 1mf. L1 ED 319 765
High Achievement
Recent Trends in Achievement Test Scores: Which Students Are Improving, and on What Levels of Skill Complexity?
30p. 1mf. L1 ED 319 777
High Risk Students
Assessing the Holding Power and Attractiveness of a School System for At-Risk Students.
17p. 1mf. L1 ED 319 753
Assessment of Risk Factors in a Student Population.
10p. 1mf. L1 ED 319 832
At-Risk Youth in Vermont: A Resource Directory.
86p. 1mf. L1 ED 319 855
Coordination of Effort among Student Services Programs. A Report.
21p. 1mf. L1 ED 319 462
Current Practice: Is It Enough?
36p. 1mf. L1 ED 319 851
Curricular Experiences of Low Achieving First Graders in a Whole Language Program.
23p. 1mf. L1 ED 319 007
Developmental Studies Department Special Services Project: Rockland Community College, 1988-1989.
85p. 1mf. L1 ED 319 427
Educating At-Risk Youth: Practical Tips for Teachers.
39p. 1mf. L1 ED 319 875
Focusing on Appropriate Interventions for At-Risk Children with Professional Staff after the Multidisciplinary Team Process.
173p. 2mf. L1 ED 318 963
Implementation Guide for Career Awareness In-School Exploring Program.
51p. 1mf. L1 ED 318 860
Improving Middle Schools in Boston: A Report on Boston Compact and School District Initiatives.
86p. 1mf. L1 ED 319 842
Instructional Alternatives: Rescue Strategies for At-Risk Students.
7p. 1mf. L2 ED 319 132
Making Education Work for Mexican-Americans: Promising Community Practices. ERIC Digest.
3p. 1mf. L1 ED 319 580
Mentoring Programs for At-Risk Youth: A Dropout Prevention Research Report.
38p. 1mf. L1 ED 318 931
Mobilizing Resources to Better Serve Children At-Risk. Bulletin No. 0067.
124p. 2mf. L1 ED 319 865
Operation Rescue, Corsicana: An Early Intervention Program.
19p. 1mf. L1 ED 319 133
Portraits of Six Developing Readers in a Whole Language Classroom.
13p. 1mf. L1 ED 318 988
Predicting At-Risk-for-Failure Students Based on Information Processing Characteristics.
17p. 1mf. L1 ED 318 965
Project SOLID START.
9p. 1mf. L1 ED 319 490
Rethinking the Curriculum To Meet the Needs of Underprepared, Underrepresented, and Economically Disadvantaged Students: Majors and Courses for the 21st Century.
12p. 1mf. L1 ED 319 467
Simultaneous Replication: A Technique for Large-Scale Research.
24p. 1mf. L1 ED 319 799
Study of Students at Risk.
20p. 1mf. L1 ED 319 019
Urban Academy: A Dropout Prevention and Demonstration Project 1988-89. OREA Report.
24p. 1mf. L1 ED 319 873
Vermont Lighthouse School District Project: Comprehensive Planning for At-Risk Youth.
25p. 1mf. L1 ED 319 854
Youth. A National Stay-in-School Initiative = Jeunesse. Projet national d'incitation a la poursuite des etudes.
37p. 1mf. L2 ED 319 820
High School and Beyond (NCES)
Gender Differences in Educational Attainment among Asian Americans in the High-School-and-Beyond Senior-Cohort Third Follow-Up Survey.
18p. 1mf. L1 ED 319 844
High School Equivalency Programs
Directory of Programs: High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP).
21p. 1mf. L1 ED 319 545
High School Freshmen
Assessment of Risk Factors in a Student Population.
10p. 1mf. L1 ED 319 832
High School Graduates
Center for the Arts and Sciences Follow-Up Study of 1989 Graduates.
36p. 1mf. L1 ED 318 923
Graduating and Dropping Out of High School in the South Bronx.
14p. 1mf. L1 ED 319 852
High School Students
Engagement with Learning: The Student Perspective.
28p. 1mf. L1 ED 318 941
Harmony in Career Learning and Scholastic System: Project Hi-Class 1988-89. OREA Evaluation Section Report.
32p. 1mf. L1 ED 319 874
Helping Minority High School Students Redefine their Self-Image through Culturally Sensitive Instruction.
18p. 1mf. L1 ED 319 831
High School Dropouts among Foreign-Born Whites, Hispanics, and Asians.
37p. 1mf. L2 ED 319 827
Organizational Culture and Correlates of Effectiveness in California's Dropout Prevention Programs.
25p. 1mf. L1 ED 319 786
Relevant Writing Assessment: Instructionally-Sound Alternative Testing.
30p. 1mf. L1 ED 319 752
Reliability and Validity of Multiple-Choice Examinations as a Function of the Number of Options per Item and Student Ability.
37p. 1mf. L1 ED 319 795
Reliability of Using a Focused-Holistic Scoring Approach To Measure Student Performance on a Geometry Proof.
82p. 1mf. L1 ED 319 748
Statewide School Dropout Identification and Strategy Development Program: Does It Work?
20p. 1mf. L1 ED 319 796
Student Guide for Vocational Planning.
28p. 1mf. L1 ED 318 863
Summer Academic Skills Enhancement Program. Final Evaluation Report.
37p. 1mf. L1 ED 319 860
Using Hierarchical Models of Studying To Evaluate the Character of Students' Study Activities.
38p. 1mf. L1 ED 319 765
Validity of Alternative Measurement Procedures for Assessing Mathematical Problem-Solving Processes and Performance.
35p. 1mf. L1 ED 319 781
Violence in Schools. Research in Brief.
5p. 1mf. L1 ED 319 837
Higher Education
Alternate Approach to Retention and Healthier Student Roles.
16p. 1mf. L1 ED 318 970
Growth and Concentration of Hispanic Enrollment and the Future of American Education.
36p. 1mf. L1 ED 319 819
History of Higher Education Annual, Volume 8, 1988.
128p. 2mf. L1 ED 319 273
History of Higher Education Annual: Volume 7, 1987.
137p. 2mf. L1 ED 319 270
Proceedings of the Annual Conference of the Midwest Philosophy of Education Society (Chicago, Illinois, November 13-14, 1987 and November 11-12, 1988).
233p. 3mf. L1 ED 319 670
Recent Developments in College Level Environmental Studies Courses and Programs. ERIC/SMEAC Environmental Education Digest No. 2, 1988.
4p. 1mf. L1 ED 319 629
Higher Education Act Amendments 1986
Guaranteed Student Loans: Credit Bureau Reporting Practices by Guaranty Agencies and Lenders. Briefing Report to the Chairman, Subcommittee on Education, Arts, and the Humanities, Committee on Labor and Human Resources, U.S. Senate.
54p. 1mf. L1 ED 319 341
Hispanic American Students
Growth and Concentration of Hispanic Enrollment and the Future of American Education.
36p. 1mf. L1 ED 319 819
High School Dropouts among Foreign-Born Whites, Hispanics, and Asians.
37p. 1mf. L2 ED 319 827
Hispanic Americans
Graduating and Dropping Out of High School in the South Bronx.
14p. 1mf. L1 ED 319 852
Hispanic Orientation to Life in America. Project HOLA, 1987-88. OREA Report.
28p. 1mf. L1 ED 319 247
Hispanic Poverty: How Much Does Immigration Explain? Proceedings from the Roundtable (Washington, D.C., November 27, 1989).
40p. 1mf. L1 ED 319 853
Hispanic Victims. Special Report.
13p. 1mf. L1 ED 319 836
New Information Technology and the Education of Hispanics. The Promise and the Dilemma. Policy Pamphlet Series No. 1.
40p. 1mf. L2 ED 319 399

(Continued)

Hispanic Americans *(Continued)*

Profile of Incoming Freshmen at the University of Maryland, College Park, 1989-1990. Research Report #1-90. 16p. 1mf. L1 ED 319 328

Successful Teaching Strategies: Instruction for Black and Hispanic Students in the California Community Colleges. 52p. 1mf. L1 ED 319 421

Work Values and Job Satisfaction of Potential Minority Leaders in Community College Settings. 24p. 1mf. L1 ED 319 469

Historical Distortion

Brown Out: An Appraisal of the Role of the Public School as an Acculturating Agency of Mexican Americans in Texas, 1850-1968. 281p. 3mf. L1 ED 319 541

Historiography

Transfer Problems, Lost Keys, and Lampposts: A Historical Perspective as a Guide for Future Research. 14p. 1mf. L1 ED 319 634

History Instruction

Analysis of History Course Success Based on English Eligibility. 8p. 1mf. L1 ED 319 450

Resource Text for American History. 103p. 2mf. L1 ED 319 653

Holistic Approach

Holistic Approach to Improving Advising at Ferris State University. 1988-89 Information Paper. 25p. 1mf. L1 ED 318 955

Language Development through Holistic Learning (Mathematics, Art, Science, Technology, and Education Resources). Project MASTER, 1988-89. OREA Report. 24p. 1mf. L1 ED 319 253

Holistic Counseling

Comparison of Transpersonal, Wholistic, and Other Major Counseling Theories. 20p. 1mf. L1 ED 318 927

Holistic Evaluation

Defining Expectations: The Essay Test Made Simpler. 14p. 1mf. L1 ED 319 466

Evaluation as Empowerment: Holistic Evaluation across the Curriculum. 74p. 1mf. L1 ED 319 425

Home Health Aides

Womanly World of Long Term Care: The Plight of the Long Term Care Worker. Gray Paper. 16p. 1mf. L1 ED 318 902

Home Schooling

Social Capital, Value Consistency, and the Achievement Outcomes of Home Education. 17p. 1mf. L2 ED 319 744

Homeless People

Child Care Council of Westchester's "Hope for the Homeless." 8p. 1mf. L1 ED 319 507

Education of Homeless Children and Youth under the Stewart B. McKinney Homeless Assistance Act. Annual Report. Department of Education Form 1810-0536. 35p. 1mf. L1 ED 319 572

Residency and Guardianship Requirements as Barriers to the Education of Homeless Children and Youth. 38p. 1mf. L1 ED 319 845

Homemakers

Heading for Hardship: Retirement Income for American Women in the Next Century. Mother's Day Report 1990. 13p. 1mf. L1 ED 318 908

Homework

Academic Skills Workshop: A Parent/Child Group Intervention To Stop School Failure. 6p. 1mf. L1 ED 318 961

Homework as a Learning Experience. What Research Says to the Teacher. Third Edition. 34p. 1mf. L2 ED 319 492

Implementation of Parent Involvement in Math Program in Creve Coeur Schools, Creve Coeur, Illinois. 15p. 1mf. L1 ED 319 586

Honduras

Indicators of Student Flow Rates in Honduras: An Assessment of an Alternative Methodology, with Two Methodologies for Estimating Student Flow Rates. BRIDGES Research Report No. 6. 45p. 1mf. L1 ED 319 116

Honolulu School District HI

Making a Difference for the Bilingual Child: How One District Achieved its Goals. 28p. 1mf. L1 ED 319 245

Honors Curriculum

Resource Text for American History. 103p. 2mf. L1 ED 319 653

Horses

Horse Training and Management: Program of Excellence. 13p. 1mf. L1 ED 319 471

Housing

Living Arrangements in Later Life. 16p. 1mf. L1 ED 318 951

Human Body

Living Anatomy. Second Edition. 231p. mf. L3 ED 319 741

Human Capital

Change and Progress Start with Education. 7p. 1mf. L1 ED 319 123

Financing Human Capital. 57p. 1mf. L2 ED 319 862

Human Geography

Placing Geography in the Curriculum: Ideas from the Western PLACE Conference (Boulder, Colorado, August 9-11, 1987). 256p. 3mf. L2 ED 319 637

Human Services

"Survey of Agency Services to Persons Who Have Severe Disabilities." Results of the Survey. 20p. 1mf. L1 ED 319 175

Aphasia Rehabilitation in Asia and the Pacific Region: Japan, China, India, Australia and New Zealand. Monograph #45. 90p. 1mf. L1 ED 319 225

Linking Schools with Human Service Agencies. ERIC/CUE Digest No. 62. 4p. 1mf. L1 ED 319 877

Provision of Children's Services Within Battered Women's Shelters: A Model Children's Program. 85p. 1mf. L1 ED 318 977

Substance Abuse and the American Indian. 64p. 1mf. L1 ED 319 563

Humanistic Education

Pupil Control in the School Climate. 36p. 1mf. L1 ED 319 692

Humor

Humor in Later Life. 8p. 1mf. L1 ED 318 949

Humor in the Workplace: A Communication Tool. An Annotated Bibliography. 5p. 1mf. L2 ED 319 085

Hygiene

School Community Education Program in New York City 1988-89. Volume IV. OREA Evaluation Section Report. 59p. 1mf. L1 ED 319 872

Hyperactivity

Assessment of Attention Deficit Disorder Using a Thematic Apperception Technique. 25p. 1mf. L1 ED 319 793

HyperCard

Designing INQUIRE. Technical Report No. 50. 17p. 1mf. L1 ED 319 393

Hypothesis Testing

Competing Strategies for Planned Orthogonal Contrasts. 17p. 1mf. L1 ED 319 801

Computer Assisted Instruction for Teaching Measurement-Based Clinical Hypothesis Testing. 22p. 1mf. L1 ED 319 756

Idaho

Examination of Public School Superintendent Interpersonal Networks in Washington and Idaho. 25p. 1mf. L1 ED 319 129

Identification

IMPACT: An Early Intervention Demonstration Project. Abbreviated Version. 21p. 1mf. L1 ED 318 954

Predicting At-Risk-for-Failure Students Based on Information Processing Characteristics. 17p. 1mf. L1 ED 318 965

Illegal Drug Use

Federal Drug Data for National Policy. 17p. 1mf. L1 ED 318 928

Illinois

Advice to the Private Sector. Report 3. 23p. 1mf. L1 ED 318 873

Dialogue with Educational Leaders: Implications for Policy. Report 2. 39p. 1mf. L1 ED 318 872

Evaluating Vocational Education Programs in Illinois. A Report on Consultation of the Illinois Council on Vocational Education with the Illinois State Board of Education on Evaluation. Report 6. 17p. 1mf. L1 ED 318 874

Preparing and Maintaining Workers. Report 11. 37p. 1mf. L1 ED 318 875

Serving Economically Depressed Areas. Report 12. 23p. 1mf. L1 ED 318 876

Illinois (Chicago)

Chicago's Private Elementary and Secondary Schools: Enrollment Trends. 36p. 1mf. L1 ED 319 823

Racial Equity and Local School Council Elections. Draft. 17p. 1mf. L1 ED 319 834

Imagery

Imagery, Language, LOGO and Curriculum. 28p. 1mf. L1 ED 319 508

Imagination

Imagery: A Neglected Correlate of Reading Instruction. 19p. 1mf. L1 ED 319 039

Imaging

Imagery: A Neglected Correlate of Reading Instruction. 19p. 1mf. L1 ED 319 039

Imitation

Foundations of Communication: A Theoretical Approach to Imitation, Intermodality and Suggestion in the Child's Early Communicative Actions. Research Bulletin, Vol. XII:III. 36p. 1mf. L2 ED 319 079

Immersion Approach to Thinking

Value of Ideas: The Immersion Approach to the Development of Thinking. Elementary Subjects Center Series No. 20. 34p. 1mf. L1 ED 319 506

Immigrant Amnesty

Houston Community College Eligible Legalized Alien Program. Curriculum Unit, ESL I (Spanish and English Literacy). 219p. 3mf. L1 ED 319 269

Immigrants

Designing an Education for Life in Two Worlds: The Founding of the Bureau of Jewish Education of New York City. 34p. 1mf. L1 ED 319 830

Educational Attainment of Children of Immigrants. 25p. 1mf. L2 ED 319 829

Eligibility and Programming in Chapter I English as a Second Language (E.S.L.) Programs, 1988-89. OREA Report. 20p. 1mf. L1 ED 319 258

Ethnicity, Immigrant Generation Status, and School Attainment of Asians, Hispanics and Non-Hispanic Whites. 52p. 1mf. L2 ED 319 828

Gender Differences in Educational Attainment among Asian Americans in the High-School-and-Beyond Senior-Cohort Third Follow-Up Survey. 18p. 1mf. L1 ED 319 844

High School Dropouts among Foreign-Born Whites, Hispanics, and Asians. 37p. 1mf. L2 ED 319 827

Hispanic Poverty: How Much Does Immigration Explain? Proceedings from the Roundtable (Washington, D.C., November 27, 1989). 40p. 1mf. L1 ED 319 853

Houston Community College Eligible Legalized Alien Program. Curriculum Unit, ESL I (Spanish and English Literacy). 219p. 3mf. L1 ED 319 269

Identifying and Serving the Gifted New Immigrant/Refugee: Problems, Strategies, Implications. 30p. 1mf. L1 ED 319 209

Immigrant and Refugee Tutoring Programs: A D.C. Schools Project Handbook. "Tutoring and Befriending." 200p. 3mf. L1 ED 319 868

Making a Difference for the Bilingual Child: How One District Achieved its Goals. 28p. 1mf. L1 ED 319 245

Immigration Law

Educating Undocumented Children: A Review of Practices and Policies. A Trends and Issues Paper. 51p. 1mf. L1 ED 319 585

Improvement Programs

Project Redesign: A Cooperative School Improvement Program Involving Four Rural School Districts and Texas Tech University. 13p. 1mf. L1 ED 319 543

Incentive Grants

State Incentive Funding: Leveraging Quality. 7p. 1mf. L1 ED 319 294

Incentives

Preparing More Minority Teachers: SREB States Take Action. 9p. 1mf. L1 ED 319 736

Incidence

Frequencies of Observed Stress Behaviors in Kindergarten Children: A Comparison of Developmentally Appropriate and Inappropriate Classrooms. 24p. 1mf. L1 ED 319 484

Hispanic Victims. Special Report. 13p. 1mf. L1 ED 319 836

Violence in Schools. Research in Brief. 5p. 1mf. L1 ED 319 837

Income

Rural Disadvantage: Growing Income Disparities between Rural and Urban Areas. 31p. 1mf. L2 ED 319 857

Income Distribution

Rural Disadvantage: Growing Income Disparities between Rural and Urban Areas. 31p. 1mf. L2 ED 319 857

Income Taxes

Personal Income Taxation. National Education Association Search. 30p. 1mf. L1 ED 319 099

Incompetence

Teachers on Trial: Values, Standards, and Equity in Judging Conduct and Competence. 121p. mf. L3 ED 319 135

Independent Living

Teaching Independent Community Social Skills to the Multihandicapped. 120p. 2mf. L1 ED 319 212

Independent Study

Open Learning for Process Operators. ZIFF Papiere 78. 24p. 1mf. L1 ED 318 891

Self-Directed Learning: A Deweyan Reconstruction. 14p. 1mf. L1 ED 319 769

Teacher's Ongoing Role in Creating a Developmentally Appropriate Early Childhood Program: A Self-Study Process for Teachers of Children Ages 5-8. 44p. 1mf. L1 ED 319 520

Trying a New Way: Innovative Teacher Certification Program for Teachers of Young Children--Duke University. 13p. 1mf. L1 ED 319 536

Indexes

Resources in Education (RIE). Volume 25, Number 10. p. mf. L2 ED 318 839

India

Dilemmas of a Successful People's Education Movement in India. 58p. 1mf. L1 ED 319 095

Indiana

Development of an Effectiveness Criteria Model for Evaluating Vocational Education. 17p. 1mf. L1 ED 319 802

Pigeon Roost Massacre: Its Cause and Impact and Pigeon Roost Massacre Lesson Plans. 64p. 1mf. L1 ED 319 649

Retention and Attrition of Declared Part-Time Associate Freshmen. Discussion and Decision Items. 37p. 1mf. L1 ED 319 431

Transfer of Credit Study (Discussion Item). 7p. 1mf. L1 ED 319 430

Indigenous Populations

Abstracts of Native Studies, Volume 3. 148p. 2mf. L1 ED 319 554

Educational Attainment of Children of Immigrants. 25p. 1mf. L2 ED 319 829

Ethnicity, Immigrant Generation Status, and School Attainment of Asians, Hispanics and Non-Hispanic Whites. 52p. 1mf. L2 ED 319 828

Individual Characteristics

Effects of Infant Day Care on Children's Social Behavior: An Examination of Within-Group Differences. 20p. 1mf. L1 ED 319 513

Individual Development

Developmental Theories and Instructional Strategies: A Summary Paper. SIDRU Research Report No. 5. 131p. 2mf. L2 ED 319 482

Making Meaning in Writing: A Longitudinal Study of Young Children's Writing Development. 59p. 1mf. L1 ED 319 047

Preschool Children's Knowledge of Gender-Related Scripts and Schemata. 9p. 1mf. L1 ED 319 475

Who Cares for America's Children? Child Care Policy for the 1990s. Panel on Child Care Policy. Prepublication Copy. 362p. 4mf. L1 ED 319 523

Individual Differences

Preschool Children's Knowledge of Gender-Related Scripts and Schemata. 9p. 1mf. L1 ED 319 475

Individualism

Ethical Perspectives on the Current Controversy Regarding Openness in Adoption. 17p. 1mf. L1 ED 319 477

Individualized Education Programs

Career Special Education Framework. 91p. 1mf. L1 ED 319 200

Individualized Instruction

Curriculum Management System: A Computer Managed Curriculum. 12p. 1mf. L1 ED 319 679

Individualized Reading

Classroom Texts: An Investigation of the Correlative Features of Assigned Reading and Test Performance. Applied Educational Research and Evaluation. 37p. 1mf. L1 ED 319 745

Individualized Transition Plans

Road Map to Transition for Young Adults with Severe Disabilities. 47p. 1mf. L1 ED 319 201

Indonesia (Galang)

Teaching/Training Social Language in Galang Refugee Camp: A Learning Process. 100p. 2mf. L1 ED 319 239

Industrial Education

Increasing Female Enrollment in Industrial Education. 6p. 1mf. L1 ED 318 879

Infant Behavior

Foundations of Communication: A Theoretical Approach to Imitation, Intermodality and Suggestion in the Child's Early Communicative Actions. Research Bulletin, Vol. XII:III. 36p. 1mf. L2 ED 319 079

Infant Care

Effects of Infant Day Care on Children's Social Behavior: An Examination of Within-Group Differences. 20p. 1mf. L1 ED 319 513

Links between Infant Day Care and Family Environment: Care Arrangements and the Role of the Father. 11p. 1mf. L1 ED 319 512

Infant Mortality

Substance Use among Pregnant Women: The Report of the Task Force for the Prevention of Substance Use among Pregnant Women. 51p. 1mf. L1 ED 318 976

Infants

Attention to Language in Day Care Attending Children: A Mediating Factor in the Developmental Effects of Otitis Media. 15p. 1mf. L1 ED 319 511

Conflict and Attachment: The Experience of Disorganized/Controlling Children. 15p. 1mf. L1 ED 319 496

Influences

Attributions or Retributions: Student Ratings and the Perceived Causes of Performance. 69p. 1mf. L1 ED 319 764

Informal Assessment

Assessing Students with Special Needs: A Sourcebook for Analyzing and Correcting Errors in Academics. 174p. mf. L3 ED 319 685

Informal Education

Exhibit Interpreter: An Attention-Focuser in Science Museums. 25p. 1mf. L1 ED 319 616

Learning in Voluntary Organisations. 86p. 1mf. L1 ED 318 890

Information Centers

Directory of Organizations and Programs in Rural Education. 73p. 1mf. L1 ED 319 584

Information Dissemination

Definitive Newsletter. 7p. 1mf. L1 ED 319 130

Industry/Postsecondary Education Partnership for Faculty Development. 45p. 1mf. L1 ED 319 338

Reflections on Collaboration in the Office of Educational Research and Improvement. Background Paper. 19p. 1mf. L1 ED 319 401

Information Management

Functions of Institutional Research. 2nd Edition. 22p. 1mf. L1 ED 319 327

Information Needs

Postsecondary Education Seminars Conference (12th, Airlie, Virginia, June 1-3, 1976). Final Report. 142p. 2mf. L1 ED 319 289

Virginia Community Colleges Transfers to In-State Public Four-Year Colleges and Universities: Data Exchange and Analysis Context. 70p. 1mf. L1 ED 319 459

Information Networks

State of Nevada Telecommunications Study. Assembly Concurrent Resolution 68. 285p. 3mf. L1 ED 319 567

Information Policy

Library and Information Services for Democracy. A Select ERIC Bibliography Prepared on a Theme of the 1991 White House Conference on Library and Information Services. ERIC/IR Mini-Bib. 4p. 1mf. L1 ED 319 414

Information Processing

Task Analyses of Critical Evaluations of Quantitative Arguments: First Steps in Critical Interpretation of Graphically Presented Data. 23p. 1mf. L1 ED 319 604

Information Retrieval

Got the Education Beat? Use ERIC! A Journalist's Handbook about the Educational Resources Information Center (ERIC). 27p. 1mf. L1 ED 319 582

Introductory Computer Education: Developments in a Time Perspective. 20p. 1mf. L1 ED 319 369

On the Nature and Function of Explanation in Intelligent Information Retrieval. 14p. 1mf. L1 ED 319 412

Information Services

Library and Information Services for Democracy. A Select ERIC Bibliography Prepared on a Theme of the 1991 White House Conference on Library and Information Services. ERIC/IR Mini-Bib. 4p. 1mf. L1 ED 319 414

Management of Information Services. Reports and Papers of a Training Course (Arusha, Tanzania, April 11-22, 1988). 146p. 2mf. L1 ED 319 411

Information Sources

Locating Vocational Education Curricula. ERIC Digest No. 97. 3p. 1mf. L1 ED 318 915

Information Storage

Introductory Computer Education: Developments in a Time Perspective. 20p. 1mf. L1 ED 319 369

Information Technology

Development Communication Report, 1989/1-4, Nos. 64-67. 70p. 1mf. L1 ED 319 394

New Information Technology and the Education of Hispanics. The Promise and the Dilemma. Policy Pamphlet Series No. 1. 40p. 1mf. L2 ED 319 399

Virginia Telemedia Systems for Administrative, Training and Educational Uses. 65p. 1mf. L1 ED 319 388

Information Transfer

A.S.A.P. (As Soon As Possible). A Multitype Library Fax Consortium. 48p. 1mf. L1 ED 319 389

Micro-ISIS Training Course: Data Processing Principles and Applications. (Databases for Bibliographic Records and Serials, Training Material and Training Institutions, Addresses, and Registration of Mail). 167p. 2mf. L2 ED 319 398

Injuries

Assessment of Emotional Distress in Personal Injury Litigation. 57p. 1mf. L1 ED 318 934

Clinical Experiences in Athletic Training. 102p. mf. L3 ED 319 730

Exercise Do's and Don'ts: Guidelines for Fitness Activities. 7p. 1mf. L1 ED 319 720

Innovation

Initiating and Supporting Curriculum Delivery and Implementation: Review of Relevant Literature. 74p. 1mf. L1 ED 319 121

Inquiry

Breaking New Ground: Teaching Skills of Intelligence. Lethbridge Catholic Separate School District No. 9. 233p. 3mf. L1 ED 319 682

Designing INQUIRE. Technical Report No. 50. 17p. 1mf. L1 ED 319 393

Reflective Practitioner and the Curriculum of Teacher Education. 29p. 1mf. L1 ED 319 693

Inservice Teacher Education

Celebrating Diversity: An Investigation of the Teacher Training Program of the Centre for Cultural Resources and Training. 15p. 1mf. L2 ED 319 643

Elementary Teacher Needs Assessment Using Transactional Evaluation. 13p. 1mf. L1 ED 319 636

Factors Affecting Use of Computers in Elementary Classrooms: Implications for Preservice and Inservice Education. 29p. 1mf. L1 ED 319 356

From Industry to Teaching: The Quality Instruction Program at Hocking Technical College. 7p. 1mf. L1 ED 319 465

Further Development of an Elementary Science Teaching Efficacy Belief Instrument: A Preservice Elementary Scale. 30p. 1mf. L1 ED 319 601

Girls, Computers, and Amber Waves of Grain: Computer Equity Programming for Rural Teachers. 18p. 1mf. L1 ED 319 660

In-Service Program To Foster the Teaching of Life Skills to Moderately Retarded Elementary School Students. 56p. 1mf. L1 ED 319 161

Results of an Inservice Workshop To Promote Science-Technology-Society (STS) Instructional Orientations. 11p. 1mf. L1 ED 319 595

School Community Education Program in New York City 1988-89. Volume II. OREA Evaluation Section Report. 105p. 2mf. L1 ED 319 870

School Community Education Program in New York City 1988-89. Volume III. OREA Evaluation Section Report. 109p. 2mf. L1 ED 319 871

Spanish Native Language Arts Staff Development Turnkey Training Program, Spring 1989. OREA Report. 17p. 1mf. L1 ED 319 249

Staff Development Workshops for High School Science Teachers of Limited English Proficient Students 1988-89. 21p. 1mf. L1 ED 319 611

Teacher Education in Ontario: Current Practice and Options for the Future. 126p. 2mf. L1 ED 319 697

Teacher/Researcher Collaboration, Teacher Change, and Reading Group Discussions: "What Can't My Kids Do?" 14p. 1mf. L1 ED 319 014

Teaching "Federalist #10": A Lesson Plan for High School Teachers. 18p. 1mf. L1 ED 319 640

Training Part-Time ESL Instructors. 23p. 1mf. L1 ED 319 240

Institutional Advancement

On Becoming an Institution of First Choice. 33p. 1mf. L1 ED 319 464

Institutional Characteristics

Establishing Clinical Training Sites: Rationale, Benefits and Perspective. 18p. 1mf. L1 ED 319 732

GCC Master Plan, 1988-89. 77p. 1mf. L1 ED 319 434

Germanna Community College Outcome Assessment Plan. Revised. 81p. 1mf. L1 ED 319 433

Germanna Community College. The Year at a Glance, 1988-89. 51p. 1mf. L1 ED 319 437

June 1989 Grade Retention in Chicago Public Elementary Schools. Monitoring and Researching the Effects of School Reform in Chicago. 45p. 1mf. L1 ED 319 499

Profit-Seeking Schools. 16p. 1mf. L1 ED 319 867

Pupil Control in the School Climate. 36p. 1mf. L1 ED 319 692

Survey of AASCU Institutions: Compliance with Selected NCATE Standards at the Advanced Level. 28p. 1mf. L1 ED 319 694

Institutional Cooperation

Linking Schools & Community Services: Resource Directory. 72p. 1mf. L1 ED 318 930

Linking Schools with Human Service Agencies. ERIC/CUE Digest No. 62. 4p. 1mf. L1 ED 319 877

Perceptions Re: Adequacy and Effectiveness of the JTPA and V.E. Perkins Act Programs in Illinois. Report 23. 26p. 1mf. L1 ED 318 877

Reflections on Collaboration in the Office of Educational Research and Improvement. Background Paper. 19p. 1mf. L1 ED 319 401

Institutional Evaluation

Seven Principles for Good Practice in Undergraduate Education: Faculty Inventory. Institutional Inventory. 32p. 1mf. L1 ED 319 293

Institutional Mission

Impact of Historically Black Institutions on the Supply of Black Teachers. 9p. 1mf. L1 ED 319 735

Institutional Research

Functions of Institutional Research. 2nd Edition. 22p. 1mf. L1 ED 319 327

Non-Credit Instructional Activities January 1, 1989 through June 30, 1989 with Trend Information from 1983. 582p. 7mf. L1 ED 319 326

Institutional Role

Retention of African-American Students: The Effects of Institutional Arrangements in Higher Education. 19p. 1mf. L1 ED 319 333

Institutionalized Persons

D.S.E. Citywide Chapter 1, Part B Institutionalized Facilities Program 1988-89. 33p. 1mf. L1 ED 319 849

Planned Recreation Intervention Program: Its Effect on Perceived Leisure Freedom of Mentally Ill Patients. 6p. 1mf. L1 ED 319 740

Review of Information on Institutionalized Youths and the ECIA Chapter I Neglected or Delinquent Program. 53p. 1mf. L1 ED 319 838

Instruction

Making of a Professor. 12p. 1mf. L1 ED 319 295

Instructional Design

Activities as Instructional Tools: A Framework for Analysis and Evaluation. Occasional Paper 132. 42p. 1mf. L1 ED 319 733

Designing INQUIRE. Technical Report No. 50. 17p. 1mf. L1 ED 319 393

Instructional Design for Teaching Physical Activities: A Knowledge Structures Approach. 298p. mf. L3 ED 319 729

Model of the Influences on Teacher Practice and Student Learning: Case Studies of Twelve Teachers Inform Preservice and Inservice Teacher Education. 39p. 1mf. L1 ED 319 710

Overview of Design, Implementation, and Transfer Considerations for the International Use of Instructional Video. 7p. 1mf. L2 ED 319 400

Palenque Optical Disc Prototype: Design of Multimedia Experiences for Education and Entertainment in a Nontraditional Learning Context. Technical Report No. 44. 19p. 1mf. L2 ED 319 377

Palenque Project: A Process of Design and Development as Research in the Evolution of an Optical Disc Prototype for Children. Technical Report No. 47. 15p. 1mf. L1 ED 319 391

Research and Design Issues Concerning the Development of Educational Software for Children. Technical Report No. 14. 7p. 1mf. L1 ED 319 374

Role of Formative Research in the Design of Educational Computer Software. Technical Report No. 49. 10p. 1mf. L1 ED 319 392

Instructional Development

Developing and Instituting a Parenting Course for Parents of Children Ages 3 through 14 Years. 56p. 1mf. L1 ED 319 510

Formative Experiments on Technologies That Change the Organization of Instruction. 13p. 1mf. L1 ED 319 404

Girls, Computers, and Amber Waves of Grain: Computer Equity Programming for Rural Teachers. 18p. 1mf. L1 ED 319 660

Palenque Project: A Process of Design and Development as Research in the Evolution of an Optical Disc Prototype for Children. Technical Report No. 47. 15p. 1mf. L1 ED 319 391

Instructional Effectiveness

Curricular Experiences of Low Achieving First Graders in a Whole Language Program. 23p. 1mf. L1 ED 319 007

Drawing Marginal Learners into the Big Picture. 54p. 1mf. L1 ED 319 193

Homework as a Learning Experience. What Research Says to the Teacher. Third Edition. 34p. 1mf. L2 ED 319 492

Impact of Computer-Supported Writing Instruction on the Writing Quality of Learning-Disabled Students. Final Report. 152p. 2mf. L1 ED 319 181

Instructional Discourse and Student Engagement. 35p. 1mf. L1 ED 319 780

Laying It On the Line. 35p. 1mf. L1 ED 319 233

Novice/Expert Teachers' Time Epistemology. 30p. 1mf. L1 ED 319 717

Research on Wordprocessing and Writing Instruction. 6p. 1mf. L1 ED 319 359

Supervising Instruction: What It Is and How To Do It. 215p. mf. L3 ED 319 136

Teaching Critical Thinking at the University Level: A Review of Some Empirical Evidence. 14p. 1mf. L1 ED 319 279

Tips for Teaching Marginal Learners. 22p. 1mf. L1 ED 319 192

(Continued)

Instructional Effectiveness ***(Continued)***
Understanding Learning Outcomes. A Development Paper.
23p. 1mf. L1 ED 318 888
Videotaped-Based Teacher Tests: Bells, Whistles or Bona Fide Assessment?
10p. 1mf. L1 ED 319 806
Instructional Improvement
Communication within School-University Partnerships and Its Effect on Curricular Change.
43p. 1mf. L1 ED 319 350
Designing Faculty Curriculum Leader Roles.
20p. 1mf. L1 ED 319 677
State Needs Assessments, Title II EESA: A Summary Report.
36p. 1mf. L1 ED 319 124
Instructional Leadership
Critical Dimensions of Principals' Performance.
14p. 1mf. L1 ED 319 813
High School Leaders and Their Schools. Volume II: Profiles of Effectiveness.
102p. 2mf. L2 ED 319 139
Instructional Alternatives: Rescue Strategies for At-Risk Students.
7p. 1mf. L2 ED 319 132
Instructional Leadership, School Goals, and Student Achievement: Exploring the Relationship between Means and Ends.
48p. 1mf. L1 ED 319 783
Supervising Instruction: What It Is and How To Do It.
215p. mf. L3 ED 319 136
Instructional Materials
Assessing the Motivational Characteristics of Instructional Materials.
12p. 1mf. L1 ED 319 479
Locating Vocational Education Curricula. ERIC Digest No. 97.
3p. 1mf. L1 ED 318 915
Opening Our Doors: Taking Public Library Service to Preschool and Day-Care Facilities.
28p. 1mf. L1 ED 319 521
Resources for Teaching about the Social Impact of AIDS in Africa.
26p. 1mf. L1 ED 319 656
Sharing Innovative Strategies for Self-Learning Materials. A Monograph.
65p. 1mf. L2 ED 318 885
Teacher's Ongoing Role in Creating a Developmentally Appropriate Early Childhood Program: A Self-Study Process for Teachers of Children Ages 5-8.
44p. 1mf. L1 ED 319 520
Velveteen Rabbit "Gaets Scke": Fostering Emergent Literacy.
20p. 1mf. L1 ED 319 538
Integrated Activities
Integrated Contextual Learning: Situated Learning in the Business Profession.
15p. 1mf. L1 ED 319 330
Lesson Plans for Teaching Young Adult Literature.
108p. 2mf. L1 ED 319 063
Rear Guard on the Escalator: The Struggle To Protect the Liberal Arts Core in Higher Education. Occasional Papers, No. 80.
13p. 1mf. L1 ED 319 272
School Bookstore: A Vehicle for the Integration of Learning.
7p. 1mf. L1 ED 319 655
Integrated Contextual Learning
Integrated Contextual Learning: Situated Learning in the Business Profession.
15p. 1mf. L1 ED 319 330
Integrated Curriculum
Effects of Videodisc Macrocontexts on Comprehension and Composition of Causally Coherent Stories.
29p. 1mf. L1 ED 318 998
Imagery, Language, LOGO and Curriculum.
28p. 1mf. L1 ED 319 508
Importance of Women's Studies in Today's Curriculum.
31p. 1mf. L1 ED 319 642
Integration of Academic and Vocational-Technical Education.
8p. 1mf. L1 ED 318 859
Pennsylvania Council on Vocational Education 20th Annual Report.
48p. 1mf. L1 ED 318 883
Proceedings for Forum on Integrating Occupational and Academic Education.
28p. 1mf. L1 ED 318 869
Intelligence
Identification of the Significant Dimensions of Faculty Scholarship.
15p. 1mf. L1 ED 319 319
Women's Dominance with Men Revisited: What if She Is More Intelligent?
11p. 1mf. L1 ED 318 966
Intelligence Tests
Discriminant Analysis of Variables Related to the Classification of Students with Learning Disabilities: A Field-Based Investigation.
29p. 1mf. L1 ED 319 184
Study of the Performance of Hearing Impaired Children on the K-ABC.
21p. 1mf. L1 ED 319 785
What One Intelligence Test Measures: A Theoretical Account of the Processing in the Raven Progressive Matrices Test.
79p. 1mf. L1 ED 319 811
Interaction
Analysis of the Content and Form of Students' Verbal Interactions in Cooperative Groups.
49p. 1mf. L1 ED 319 082
Industry/Postsecondary Education Partnership for Faculty Development.
45p. 1mf. L1 ED 319 338
Study to Identify Areas of Relative Strength and Weakness in Support for the Saint Leo College Library Acquisitions Project.
51p. 1mf. L1 ED 319 322
Interactive Video
Children's Use of the Unique Features of Interactive Videodiscs. Technical Report No. 42.
22p. 1mf. L2 ED 319 375
Intercollegiate Cooperation
Annual Report of the Intersegmental Coordinating Council to the California Education Round Table.
72p. 1mf. L1 ED 319 463
Developments in Entrepreneurship Education at Confederation College of Applied Arts and Technology.
9p. 1mf. L1 ED 319 445
Handbook of California Articulation Policies and Procedures, 1989.
82p. 1mf. L1 ED 319 460
Transfer of Credit Study (Discussion Item).
7p. 1mf. L1 ED 319 430
Virginia Community Colleges Transfers to In-State Public Four-Year Colleges and Universities: Data Exchange and Analysis Context.
70p. 1mf. L1 ED 319 459
Intercultural Communication
Cross Currents, A Journal of Language Teaching and Cross-Cultural Communication, Volumes 13-16, 1986-1989 (8 Issues).
815p. 9mf. L1 ED 319 266
Cross-Cultural Team Teaching: E-mail for Literary Analysis.
18p. 1mf. L1 ED 319 060
Domestic/International Field Center for Intercultural Education in Built Environment: Final Report.
41p. 1mf. L1 ED 319 340
Enhancing Pre-Service Teachers' Contextual Understandings about Their Learners.
17p. 1mf. L1 ED 319 707
Intercultural Programs
Two-Way Integrated Bilingual Education.
87p. 1mf. L1 ED 319 859
Interdisciplinary Approach
Focusing on Appropriate Interventions for At-Risk Children with Professional Staff after the Multidisciplinary Team Process.
173p. 2mf. L1 ED 318 963
Integrating Skills into the Teaching of World Civilization.
8p. 1mf. L1 ED 319 453
Language Development through Holistic Learning (Mathematics, Art, Science, Technology, and Education Resources). Project MASTER, 1988-89. OREA Report.
24p. 1mf. L1 ED 319 253
Master of Arts and Professional Studies Program.
29p. 1mf. L1 ED 319 337
Responding to the Environmental Crisis: the Pedagogic Challenge.
20p. 1mf. L1 ED 319 633
Interest (Finance)
Art of Investing School District Funds: Rules of the Game.
111p. 2mf. L2 ED 319 151
Intergenerational Programs
Intergenerational Relationships.
13p. 1mf. L1 ED 318 950
Intergenerational Relationship
Intergenerational Relationships.
13p. 1mf. L1 ED 318 950
Intergroup Relations
Ethnographic Approach for Examining Participants' Construction of a Cooperative Learning Classroom Culture.
38p. 1mf. L1 ED 319 083
International Center Culture and Environmen
Domestic/International Field Center for Intercultural Education in Built Environment: Final Report.
41p. 1mf. L1 ED 319 340
International Education
Domestic/International Field Center for Intercultural Education in Built Environment: Final Report.
41p. 1mf. L1 ED 319 340
International Educational Exchange
1990 International Literacy Year--An Introduction: International Literacy Year Paper No. 1 and Policy Directions for the International Literacy Year Program: International Literacy Year Paper No. 2.
29p. 1mf. L1 ED 318 854
International Literacy Year
1990 International Literacy Year--An Introduction: International Literacy Year Paper No. 1 and Policy Directions for the International Literacy Year Program: International Literacy Year Paper No. 2.
29p. 1mf. L1 ED 318 854
International Relations
Canada Connection in American History: A Guide for Teachers.
244p. 3mf. L2 ED 319 638
Internship Programs
Collaboratively Supervised Teaching Internship: Implications for Future Supervision.
33p. 1mf. L1 ED 319 739
Mentor Teacher Internship Program, 1988-89. Evaluation Section Report.
53p. 1mf. L1 ED 319 737
Trying a New Way: Innovative Teacher Certification Program for Teachers of Young Children--Duke University.
13p. 1mf. L1 ED 319 536
Interpersonal Communication
Boundary Breakers: A Team Building Guide for Student Activity Advisers.
34p. 1mf. L2 ED 319 152
Disagreement Can Be Inviting: A Cooperative Learning Approach.
20p. 1mf. L1 ED 319 738
Examination of Public School Superintendent Interpersonal Networks in Washington and Idaho.
25p. 1mf. L1 ED 319 129
Flight to Success: A Collection of Lists Created for Today's Business World.
19p. 1mf. L1 ED 319 088
Humor in the Workplace: A Communication Tool. An Annotated Bibliography.
5p. 1mf. L2 ED 319 085
Pharmacist-Patient Communication: A Structure of Intrapersonal Processes.
17p. 1mf. L1 ED 319 077
Teaching Your Child through Effective Communication.
6p. 1mf. L1 ED 319 080
Teaching/Training Social Language in Galang Refugee Camp: A Learning Process.
100p. 2mf. L1 ED 319 239
Winning: A Post-Graduate Course in Succeeding in the Real World.
40p. 1mf. L1 ED 319 089
Interpersonal Competence
Examination of the Relationship between Self-Perceived Physical Attractiveness and Social Competence.
26p. 1mf. L1 ED 318 935
Manual for the Work Performance Assessment.
75p. 1mf. L1 ED 319 197
Teaching Independent Community Social Skills to the Multihandicapped.
120p. 2mf. L1 ED 319 212
Interpersonal Influence Process
Flight to Success: A Collection of Lists Created for Today's Business World.
19p. 1mf. L1 ED 319 088
Interpersonal Relationship
Flight to Success: A Collection of Lists Created for Today's Business World.
19p. 1mf. L1 ED 319 088
Intergenerational Relationships.
13p. 1mf. L1 ED 318 950
Mentor Teacher Role: Owner's Manual. Fifth Edition.
148p. mf. L3 ED 319 722
Pets and the Elderly.
13p. 1mf. L1 ED 318 952
Portrayal of Families on Prime Time Television.
35p. 1mf. L2 ED 319 075
Interpreters
Exhibit Interpreter: An Attention-Focuser in Science Museums.
25p. 1mf. L1 ED 319 616
Interprofessional Relationship
Toward Collegial Inquiry: Is There More to Clinical Supervision Than the Improvement of Practice?
30p. 1mf. L1 ED 319 724
Interschool Communication
Communication within School-University Partnerships and Its Effect on Curricular Change.
43p. 1mf. L1 ED 319 350
Interstate Cooperation
Exploring Mobility Issues. Outreach Meeting Report (2nd, McAllen, Texas, November 14-15, 1988).
19p. 1mf. L1 ED 319 552
Intervention
Academic Skills Workshop: A Parent/Child Group Intervention To Stop School Failure.
6p. 1mf. L1 ED 318 961
Alcohol and Other Drugs. A Guide for College Presidents and Governing Boards.
41p. 1mf. L1 ED 319 287
Collaborative Intervention Approaches for At-Risk Youth: The Pittsburgh Experience.
28p. 1mf. L1 ED 319 816
Focusing on Appropriate Interventions for At-Risk Children with Professional Staff after the Multidisciplinary Team Process.
173p. 2mf. L1 ED 318 963
IMPACT: An Early Intervention Demonstration Project. Abbreviated Version.
21p. 1mf. L1 ED 318 954
Perceptions: Volume 24, Numbers 1-4, Fall 1988-Summer 1989.
155p. 2mf. L1 ED 319 204
Planned Recreation Intervention Program: Its Effect on Perceived Leisure Freedom of Mentally Ill Patients.
6p. 1mf. L1 ED 319 740
Substance Abuse among Juvenile Delinquents and Gang Members. Prevention Research Update Number Six, Spring 1990.
43p. 1mf. L1 ED 319 149
Interviewer Effects
Interviewer as Critic: Distortion of the Voice in the Collection of Oral Narratives.
18p. 1mf. L2 ED 319 078
Interviews
Evaluation of Simulated Oral Proficiency Interviews as Measures of Spoken Language Proficiency.
13p. 1mf. L1 ED 319 231
Self-Concepts of Young Children Aged 5 to 8: Their Measurement and Multidimensional Structure.
44p. 1mf. L1 ED 319 789
Investment
Art of Investing School District Funds: Rules of the Game.
111p. 2mf. L2 ED 319 151
Invitational Education
Role of the School in Creating a Supportive Learning Environment for Minority Students.
11p. 1mf. L1 ED 319 863
Iowa
The Iowa Family Farm.
33p. 1mf. L1 ED 319 641
Recent Trends in Achievement Test Scores: Which Students Are Improving, and on What Levels of Skill Complexity?
30p. 1mf. L1 ED 319 777
Israel
Attitudes toward a Simulation Based Chemistry Curriculum for Nursing Students.
8p. 1mf. L1 ED 319 605
Statewide Assessment and Evaluation of Fourth Grade Mathematics Delivery System.
254p. 3mf. L1 ED 319 761
Italy (Reggio Emilia)
Early Child Care and Education, Italian Style: The Reggio Emilia Daycare and Preschool Program.
19p. 1mf. L1 ED 319 483
Item Analysis
Consensus on Desirable Characteristics of Mail Questionnaires: Illusion or Reality?
23p. 1mf. L1 ED 319 804
Item Bias
Assessing the Utility of Item Response Theory Models: Differential Item Functioning.
13p. 1mf. L1 ED 319 779
Item Bias in Mathematics Achievement: The Progressive Achievement Tests for Mathematics.
29p. 1mf. L1 ED 319 590
Item Pattern Scoring
Increasing Score Reliability with Item-Pattern Scoring: An Empirical Study in Several Score Metrics.
24p. 1mf. L1 ED 319 800
Item Response Theory
Assessing the Utility of Item Response Theory Models: Differential Item Functioning.
13p. 1mf. L1 ED 319 779
Item Bias in Mathematics Achievement: The Progressive Achievement Tests for Mathematics.
29p. 1mf. L1 ED 319 590
Measurement Model Specification Error in LISREL Structural Equation Models.
19p. 1mf. L1 ED 319 794
Japan
Cross Currents, A Journal of Language Teaching and Cross-Cultural Communication, Volumes 13-16, 1986-1989 (8 Issues).
815p. 9mf. L1 ED 319 266
Education--An Annotated Bibliography of Current Issues, July-September, 1989.
124p. 2mf. L1 ED 319 406
Japan and Northeast Asia: A Selected Bibliography and Guide to Research at Tutt Library.
25p. 1mf. L1 ED 319 667
Jewish Studies
Designing an Education for Life in Two Worlds: The Founding of the Bureau of Jewish Education of New York City.
34p. 1mf. L1 ED 319 830
Jews
Designing an Education for Life in Two Worlds: The Founding of the Bureau of Jewish Education of New York City.
34p. 1mf. L1 ED 319 830
Job Performance
Maintaining Professional Competence. Approaches to Career Enhancement, Vitality, and Success throughout a Work Life.
328p. mf. L3 ED 319 334
Manual for the Work Performance Assessment.
75p. 1mf. L1 ED 319 197
Job Placement
New Hampshire Technical Colleges & Institute Graduate Placement Report, 1989.
21p. 1mf. L1 ED 318 862
Job Satisfaction
Child Care Centers as Workplaces.
42p. 1mf. L1 ED 319 530
Relationship between Quality of Work Life and Job Satisfaction: A Study of the Nation's Municipal Clerks.
20p. 1mf. L1 ED 318 939
Work Values and Job Satisfaction of Potential Minority Leaders in Community College Settings.
24p. 1mf. L1 ED 319 469
Job Search Methods
Older Worker Readiness Project. Job Preparation Centers for Individuals 55 and Over.
34p. 1mf. L1 ED 318 886
Job Skills
Automotive Electronics. Teacher Edition (Revised).
412p. 5mf. L2 ED 318 916
D.S.E. Citywide Chapter 1, Part B Institutionalized Facilities Program 1988-89.
33p. 1mf. L1 ED 319 849
Diesel Electrical Systems. Teacher Edition (Revised).
414p. 5mf. L2 ED 318 917
Diesel Fuel Systems. Teacher Edition (Revised).
312p. 4mf. L2 ED 318 918
Diesel Fundamentals. Teacher Edition (Revised).
1055p. 11mf. L2 ED 318 922
General Electronics Technician.
788p. 9mf. L2 ED 318 919
Job-Related Basic Skills. ERIC Digest No. 94.
3p. 1mf. L1 ED 318 912
Major Appliance Repair. Teacher Edition.
662p. 7mf. L2 ED 318 920
Job Training
Believing Once Again: Solutions Addressing the Plight of Challenged Youth. Executive Summary.
23p. 1mf. L1 ED 319 817
Closing the Gap: Meeting the Small Business Training Challenge in Connecticut.
41p. 1mf. L1 ED 318 867
Content of General Education in Relation to Occupational Training. Country Experiences.
72p. 1mf. L2 ED 318 884
Globally Competitive People: Final Report to the Human Resource Committee.
74p. 1mf. L1 ED 318 868
Implementation of an Initial Training Program for New Employees in a Profoundly Mentally and Physically Handicapped Children and Adult Residential Facility.
47p. 1mf. L2 ED 319 213
Making JOBS Work. What the Research Says about Effective Employment Programs for AFDC Recipients.
103p. 2mf. L2 ED 319 843
Open Learning for Process Operators. ZIFF Papiere 78.
24p. 1mf. L1 ED 318 891
Perceptions Re: Adequacy and Effectiveness of the JTPA and V.E. Perkins Act Programs in Illinois. Report 23.
26p. 1mf. L1 ED 318 877
Preparing and Maintaining Workers. Report 11.
37p. 1mf. L1 ED 318 875
Summer Academic Skills Enhancement Program. Final Evaluation Report.
37p. 1mf. L1 ED 319 860
Training America. Learning to Work for the 21st Century.
21p. 1mf. L1 ED 318 840
Job Training Partnership Act 1982
Believing Once Again: Solutions Addressing the Plight of Challenged Youth. Executive Summary.
23p. 1mf. L1 ED 319 817
Older Worker Readiness Project. Job Preparation Centers for Individuals 55 and Over.
34p. 1mf. L1 ED 318 886
Perceptions Re: Adequacy and Effectiveness of the JTPA and V.E. Perkins Act Programs in Illinois. Report 23.
26p. 1mf. L1 ED 318 877
Summer Academic Skills Enhancement Program. Final Evaluation Report.
37p. 1mf. L1 ED 319 860
Journal of College Student Development
Participation in the "Journal of College Student Development" as Authors and Editorial Board Members: A Gender Study.
6p. 1mf. L1 ED 318 980
Journal Writing
Student Journals: A Strategy for Teaching Research Methodology to Undergraduate Students.
14p. 1mf. L1 ED 319 307
Journalism
Got the Education Beat? Use ERIC! A Journalist's Handbook about the Educational Resources Information Center (ERIC).
27p. 1mf. L1 ED 319 582
Judges
Profile of CEDA Debate Critics.
36p. 1mf. L2 ED 319 081
Junior High School Students
Exploration of Factors Influencing the Career Preferences of Junior High Students.
33p. 1mf. L1 ED 319 632
On the Twelfth Day of Testing My District Gave to Me a Useful Testing Strategy.
33p. 1mf. L1 ED 319 751
Reading and Written Expression Performance of Ten Asian/Pacific-Islander Ethnic Groups on the Eighth Grade California Assessment Program.
28p. 1mf. L1 ED 319 790
Violence in Schools. Research in Brief.
5p. 1mf. L1 ED 319 837
Junior High Schools
Junior High Social Studies: Teacher Resource Manual.
217p. 3mf. L1 ED 319 647
Junior Kindergartens
Knocking on Kindergarten's Door: Who Gets In? Who's Kept Out?
26p. 1mf. L1 ED 319 539
Juvenile Gangs
Substance Abuse among Juvenile Delinquents and Gang Members. Prevention Research Update Number Six, Spring 1990.
43p. 1mf. L1 ED 319 149
Kansas
Change and Progress Start with Education.
7p. 1mf. L1 ED 319 123
Kansas State University
Professional Preparation for Rural Teachers: Growing Your Own.
9p. 1mf. L1 ED 319 542
Kaufman Assessment Battery for Children
Study of the Performance of Hearing Impaired Children on the K-ABC.
21p. 1mf. L1 ED 319 785
Kentucky
Condition of Rural Education in Kentucky: A Profile.
14p. 1mf. L1 ED 319 579
Kentucky Chapter 1 Program Improvement Guide.
42p. 1mf. L1 ED 319 856
Older Worker Readiness Project. Job Preparation Centers for Individuals 55 and Over.
34p. 1mf. L1 ED 318 886
Kenya
Librarianship and Documentation Studies: A Handbook of Teaching and Learning Materials. Volume 3.
88p. 1mf. L1 ED 319 410
Kindergarten
Early Admission to Kindergarten and First Grade.
8p. 1mf. L1 ED 319 528
Frequencies of Observed Stress Behaviors in Kindergarten Children: A Comparison of Developmentally Appropriate and Inappropriate Classrooms.
24p. 1mf. L1 ED 319 484
Knocking on Kindergarten's Door: Who Gets In? Who's Kept Out?
26p. 1mf. L1 ED 319 539
Study of "Developmentally Appropriate" Kindergarten Programs in Practice.
45p. 1mf. L1 ED 319 527
Using Readiness Tests To Route Kindergarten Students: The Snarled Intersection of Psychometrics, Policy, and Practice.
46p. 1mf. L1 ED 319 540
Kindergarten Children
Effect of Enthusiastic Teaching on the Listening Comprehension of Kindergarten Children.
73p. 1mf. L1 ED 319 514
Frequencies of Observed Stress Behaviors in Kindergarten Children: A Comparison of Developmentally Appropriate and Inappropriate Classrooms.
24p. 1mf. L1 ED 319 484
Velveteen Rabbit "Gaets Scke": Fostering Emergent Literacy.
20p. 1mf. L1 ED 319 538
Kinesthetic Methods
Basic Stuff--Ideas for Implementation.
12p. 1mf. L1 ED 319 712
Kinesthetic Perception
Basic Stuff--Ideas for Implementation.
12p. 1mf. L1 ED 319 712
Foundations of Communication: A Theoretical Approach to Imitation, Intermodality and Suggestion in the Child's Early Communicative Actions. Research Bulletin, Vol. XII:III.
36p. 1mf. L2 ED 319 079
Knowledge Acquisition
Knowledge of Composition.
18p. 1mf. L1 ED 319 048
Knowledge Base for Teaching
Components of the Knowledge Base of Teacher Education: Questions Teacher Educators Have To Answer.
28p. 1mf. L1 ED 319 716
Instructional Design for Teaching Physical Activities: A Knowledge Structures Approach.
298p. mf. L3 ED 319 729
Knowledge Level
Knowing Your Audience: Pre- and Post-Assessment of Preservice Teachers' Attitudes and Perceptions.
22p. 1mf. L1 ED 319 684
Knowledge of Composition.
18p. 1mf. L1 ED 319 048
Novices, Experts, Veterans, and Masters: The Role of Content and Pedagogical Knowledge in Evaluating Teaching.
19p. 1mf. L1 ED 319 815
Reasoning and Comprehension Processes of Linguistic Minority Persons Learning from Text.
136p. 2mf. L1 ED 319 230
Teacher Knowledge and the Language of Science Teaching.
26p. 1mf. L1 ED 319 613
Labor Force Development
Advice to the Private Sector. Report 3.
23p. 1mf. L1 ED 318 873
America's Hidden Treasure. The Urgent Need To Recognize and Promote the Nation's Vocational-Technical Education System. A Report to the American People.
53p. 1mf. L1 ED 318 898
Closing the Gap: Meeting the Small Business Training Challenge in Connecticut.
41p. 1mf. L1 ED 318 867
Globally Competitive People: Final Report to the Human Resource Committee.
74p. 1mf. L1 ED 318 868
Jobs in the Future. ERIC Digest No. 95.
3p. 1mf. L1 ED 318 913
Occupational Competencies. A Study of the Vocational-Technical Education Needs of the Agribusiness and Chemistry-Based Technology Industries.
46p. 1mf. L1 ED 318 861
Seizing the Future: A Commitment to Competitiveness.
31p. 1mf. L1 ED 318 866
Success in the Works. A Policy Paper. A Labour Force Development Strategy for Canada = Le Nouveau Mode d'Emploi. Enonce de Politique. Une Strategie de Mise en Valeur de la Main-d'Oeuvre Canadienne.
51p. 1mf. L1 ED 318 900
Success in the Works: A Profile of Canada's Emerging Workforce = Le nouveau mode d'emploi: Profil de la croissance du marche du travail.
71p. 1mf. L2 ED 319 824
Training America. Learning to Work for the 21st Century.
21p. 1mf. L1 ED 318 840
Labor Market
Hispanic Poverty: How Much Does Immigration Explain? Proceedings from the Roundtable (Washington, D.C., November 27, 1989).
40p. 1mf. L1 ED 319 853
Labor Needs
Images of Potential Report of a Working Conference of the Learning Tomorrow Project (Racine, Wisconsin, January 1989).
41p. 1mf. L1 ED 319 383
Jobs in the Future. ERIC Digest No. 95.
3p. 1mf. L1 ED 318 913
Metropolitan Housing Opportunities for Poor and Working Class Minorities.
56p. 1mf. L2 ED 319 846
Southeast's 21st Challenge...The Need To Build a Quality Workforce.
71p. 1mf. L1 ED 318 871
Success in the Works: A Profile of Canada's Emerging Workforce = Le nouveau mode d'emploi: Profil de la croissance du marche du travail.
71p. 1mf. L2 ED 319 824
Labor Supply
Jobs in the Future. ERIC Digest No. 95.
3p. 1mf. L1 ED 318 913
Southeast's 21st Challenge...The Need To Build a Quality Workforce.
71p. 1mf. L1 ED 318 871
Labor Turnover
Implementation of an Initial Training Program for New Employees in a Profoundly Mentally and Physically Handicapped Children and Adult Residential Facility.
47p. 1mf. L2 ED 319 213
Laboratory Equipment
Effect of Simultaneous Motion Presentation and Graph Generation in a Kinematics Lab.
13p. 1mf. L1 ED 319 597
Laboratory Interfacing
Effect of Simultaneous Motion Presentation and Graph Generation in a Kinematics Lab.
13p. 1mf. L1 ED 319 597
Laboratory Procedures
Assessment of Laboratory Skills of Science Teachers via a Multi-Methods Approach.
19p. 1mf. L1 ED 319 762
Language Acquisition
Attention to Language in Day Care Attending Children: A Mediating Factor in the Developmental Effects of Otitis Media.
15p. 1mf. L1 ED 319 511
Development of Affixes in Urdu: A Case Study.
27p. 1mf. L1 ED 319 238
Language Arts
English Language Arts Overview K-12.
141p. 2mf. L1 ED 319 061
ESL Students in the English/Language Arts Classroom. An Annotated Bibliography for the Regular English/Language Arts Teachers.
13p. 1mf. L1 ED 319 229
Language Arts CCA Basic Skills Curriculum. Instructor's Guide.
100p. 2mf. L2 ED 319 051
Language Arts for Gifted Middle School Students. Teaching Resources in the ERIC Database (TRIED) Series.
84p. 1mf. L1 ED 319 046
Language Arts Grade 6, Item Specificaitons. Minimum Performance Test.
31p. 1mf. L1 ED 319 043
Language Arts Grade 8, Item Specifications. Minimum Performance Test.
42p. 1mf. L1 ED 319 044
Occupational Entrance Course: Language Arts 104, 204, 304. Interim Guide.
128p. 2mf. L1 ED 319 062
On the Twelfth Day of Testing My District Gave to Me a Useful Testing Strategy.
33p. 1mf. L1 ED 319 751
Relevant Writing Assessment: Instructionally-Sound Alternative Testing.
30p. 1mf. L1 ED 319 752

Language Attitudes
Advantages of Black English. 13p. 1mf. L1 ED 319 235

Language Enrichment
Imagery, Language, LOGO and Curriculum. 28p. 1mf. L1 ED 319 508

Language Experience Approach
Supporting Emergent Literacy among Young American Indian Students. 3p. 1mf. L1 ED 319 581

Language Handicaps
Bangs Receptive Vocabulary Checklist: Manual and Stimulus Book. 90p. 1mf. L2 ED 319 155
Challenge of Collecting Stories from Language Disabled Preschool Children. 9p. 1mf. L1 ED 319 160

Language Maintenance
Growth of English as the Language of Global Satellite Telecommunications. 15p. 1mf. L1 ED 319 368

Language Patterns
Advantages of Black English. 13p. 1mf. L1 ED 319 235

Language Proficiency
Evaluation of Simulated Oral Proficiency Interviews as Measures of Spoken Language Proficiency. 13p. 1mf. L1 ED 319 231
Proficiency and the Schools. 20p. 1mf. L1 ED 319 743

Language Research
Terminological Interference in the Study of the Social Aspects of Language. 14p. 1mf. L1 ED 319 236

Language Role
Advantages of Black English. 13p. 1mf. L1 ED 319 235

Language Skills
Harmony in Career Learning and Scholastic System: Project Hi-Class 1988-89. OREA Evaluation Section Report. 32p. 1mf. L1 ED 319 874
Language Arts Grade 6, Item Specificaitons. Minimum Performance Test. 31p. 1mf. L1 ED 319 043

Language Teachers
All in a Word: Literature in Language Teaching. 39p. 1mf. L1 ED 319 228
Training Part-Time ESL Instructors. 23p. 1mf. L1 ED 319 240

Language Tests
Evaluation of Simulated Oral Proficiency Interviews as Measures of Spoken Language Proficiency. 13p. 1mf. L1 ED 319 231
Improving Prediction by Correcting Test Scores for Person Disturbances Using the Rasch Model. 5p. 1mf. L1 ED 319 768
Language Arts Grade 6, Item Specificaitons. Minimum Performance Test. 31p. 1mf. L1 ED 319 043

Language Usage
Counseling Supervision: A Possible Relationship between Perceived Training Needs and Language. 15p. 1mf. L1 ED 318 958

Language Variation
Terminological Interference in the Study of the Social Aspects of Language. 14p. 1mf. L1 ED 319 236

Law Enforcement
One Nation, Indivisible: The Civil Rights Challenge for the 1990s. 659p. 7mf. L1 ED 319 835

LEAD Project
Professional Development for Rhode Island School Administrators. 53p. 1mf. L1 ED 319 097

Leadership
Attractiveness and Leader Style: Evaluations of Male and Female Leaders by Male and Female Evaluators. 14p. 1mf. L1 ED 318 967
History of Higher Education Annual, Volume 8, 1988. 128p. 2mf. L1 ED 319 273
Practicing What We Preach: Using Organizational Theory To Teach Organizational Communication. 21p. 1mf. L1 ED 319 092
Professional Development for Rhode Island School Administrators. 53p. 1mf. L1 ED 319 097
Women's Dominance with Men Revisited: What if She Is More Intelligent? 11p. 1mf. L1 ED 318 966
Work Values and Job Satisfaction of Potential Minority Leaders in Community College Settings. 24p. 1mf. L1 ED 319 469

Leadership Qualities
BIA/Contract School Secondary Administrator: Characteristics and Leadership Style. 21p. 1mf. L2 ED 319 568
Critical Dimensions of Principals' Performance. 14p. 1mf. L1 ED 319 813
High School Leaders and Their Schools. Volume II: Profiles of Effectiveness. 102p. 2mf. L2 ED 319 139

Leadership Responsibility
Designing Faculty Curriculum Leader Roles. 20p. 1mf. L1 ED 319 677
High School Leaders and Their Schools. Volume II: Profiles of Effectiveness. 102p. 2mf. L2 ED 319 139
How the Principal Can Provide Instructional Leadership for the Reluctant Learner. 16p. 1mf. L1 ED 319 709
Schools for the Twenty-First Century: Leadership Imperatives for Educational Reform. 164p. mf. L3 ED 319 128
Strategic Leadership for Schools: Creating and Sustaining Productive Change. 353p. mf. L3 ED 319 127

Leadership Styles
Attractiveness and Leader Style: Evaluations of Male and Female Leaders by Male and Female Evaluators. 14p. 1mf. L1 ED 318 967
1990 Journal of the American Association of Women in Community and Junior Colleges. 49p. 1mf. L1 ED 319 424

Leadership Training
Professional Development for Rhode Island School Administrators. 53p. 1mf. L1 ED 319 097
1990 Agenda for the National Center for Research in Vocational Education. 43p. 1mf. L2 ED 318 870

Learner Controlled Instruction
Children's Use of the Unique Features of Interactive Videodiscs. Technical Report No. 42. 22p. 1mf. L2 ED 319 375

Learning Activities
"I Can Read That": Using Logos in the Early Childhood Classroom. 8p. 1mf. L1 ED 319 535
Activities as Instructional Tools: A Framework for Analysis and Evaluation. Occasional Paper 132. 42p. 1mf. L1 ED 319 733
Handwriting: Preschool Activities Practice Book. 100p. 2mf. L2 ED 319 070
Imagery, Language, LOGO and Curriculum. 28p. 1mf. L1 ED 319 508
Integrated Contextual Learning: Situated Learning in the Business Profession. 15p. 1mf. L1 ED 319 330
Junior High Social Studies: Teacher Resource Manual. 217p. 3mf. L1 ED 319 647
Lesson Plans for Teaching Young Adult Literature. 108p. 2mf. L1 ED 319 063
Opening Our Doors: Taking Public Library Service to Preschool and Day-Care Facilities. 28p. 1mf. L1 ED 319 521
Phonics Skills: Practice Book A, Initial Consonants. Practice in Basic Phonics Skills for Students of All Ages. 98p. 2mf. L2 ED 319 027
Phonics Skills: Practice Book B, Medial and Final Consonants. Practice in Basic Phonics Skills for Students of All Ages. 98p. 2mf. L2 ED 319 028
Phonics Skills: Practice Book C, Short and Long Vowels. Practice in Basic Phonics Skills for Students of All Ages. 98p. 2mf. L2 ED 319 029
Phonics Skills: Practice Book D, Vowel Combinations. Practice in Basic Phonics Skills for Students of All Ages. 98p. 2mf. L2 ED 319 030
Phonics Skills: Practice Book E, Blends and Digraphs. Practice in Basic Phonics Skills for Students of All Ages. 98p. 2mf. L2 ED 319 031
Reading: Practice Book 1--Practice in Basic Reading Skills. 99p. 2mf. L2 ED 319 033
Reading: Practice Book 2--Practice in Basic Reading Skills. 98p. 2mf. L2 ED 319 034
Reading: Practice Book 3--Practice in Basic Reading Skills. 98p. 2mf. L2 ED 319 035
Reading: Practice Book 4--Practice in Basic Reading Skills. 99p. 2mf. L2 ED 319 036
Reading: Practice Book 5--Practice in Basic Reading Skills. 100p. 2mf. L2 ED 319 037
Reading: Practice Book 6--Practice in Basic Reading Skills. 100p. 2mf. L2 ED 319 038
Reading: Preschool--Practice in Basic Reading Skills. 132p. 2mf. L2 ED 319 032
School Bookstore: A Vehicle for the Integration of Learning. 7p. 1mf. L1 ED 319 655
Social Studies 20 and Social Studies 23. Interim Teacher Resource Manual. 215p. 3mf. L1 ED 319 645
Spelling: Grade 1 Practice Book. 101p. 2mf. L2 ED 319 021
Spelling: Grade 2 Practice Book. 133p. 2mf. L2 ED 319 022
Spelling: Grade 3 Practice Book. 133p. 2mf. L2 ED 319 023
Spelling: Grade 4 Practice Book. 133p. 2mf. L2 ED 319 024
Spelling: Grade 5 Practice Book. 133p. 2mf. L2 ED 319 025
Spelling: Grade 6 Practice Book. 133p. 2mf. L2 ED 319 026
Thought/Reading/Writing Connection: How To Connect. 34p. 1mf. L1 ED 319 012

Learning Centers (Classroom)
"I Can Read That": Using Logos in the Early Childhood Classroom. 8p. 1mf. L1 ED 319 535

Learning Disabilities
Assessment of Student Progress in Special Education: Mixed-Exceptionality versus Single-Exceptionality Programs. Research Report. 77p. 1mf. L1 ED 319 223
Discriminant Analysis of Variables Related to the Classification of Students with Learning Disabilities: A Field-Based Investigation. 29p. 1mf. L1 ED 319 184
Impact of Computer-Supported Writing Instruction on the Writing Quality of Learning-Disabled Students. Final Report. 152p. 2mf. L1 ED 319 181
Investigation of Subtypes and Severities of Learning Disabled Adults. 8p. 1mf. L1 ED 319 167
Readings about Children and Youth with Learning Disabilities. ERIC MiniBib #E465. 3p. 1mf. L1 ED 319 179
Regular Education Initiative (REI): Where Do Students with Learning Disabilities Fit? 8p. 1mf. L1 ED 319 211
Self Concept: Learning Disabled vs. Non-Learning Disabled College Students. 12p. 1mf. L1 ED 319 163

Learning Efficiency Test
Predicting At-Risk-for-Failure Students Based on Information Processing Characteristics. 17p. 1mf. L1 ED 318 965

Learning Modalities
Listening versus Reading Proficiencies among Fourth Grade Students. 20p. 1mf. L1 ED 319 006

Learning Problems
Assessing Students with Special Needs: A Sourcebook for Analyzing and Correcting Errors in Academics. 174p. mf. L3 ED 319 685

Learning Processes
Breaking New Ground: Teaching Skills of Intelligence. Lethbridge Catholic Separate School District No. 9. 233p. 3mf. L1 ED 319 682
Code-Cognition Approaches to Language Learning. 11p. 1mf. L1 ED 319 234
Effects of Using Diagrams and Texts To Teach Verbal Chains: A Comparison of Gender and College Major. 14p. 1mf. L1 ED 319 719
Reasoning and Comprehension Processes of Linguistic Minority Persons Learning from Text. 136p. 2mf. L1 ED 319 230

Learning Resources Centers
Benefits of Telefacsimile for High School Library Media Centers. Telefacsimile in Schools: Why Fax? 13p. 1mf. L1 ED 319 390
Change and Progress Start with Education. 7p. 1mf. L1 ED 319 123
Kids Need Libraries: School and Public Libraries Preparing the Youth of Today for the World of Tomorrow. 14p. 1mf. L1 ED 319 408

Learning Strategies
Are Principles of Writing across the Curriculum Applicable to ESL Students in Content Courses? Research Findings. 20p. 1mf. L1 ED 319 264
Imagery: A Neglected Correlate of Reading Instruction. 19p. 1mf. L1 ED 319 039
Increasing the Learning Experiences of Preschool Students through the Development of a Physical Play Environment. 140p. 2mf. L1 ED 319 476
Job-Related Basic Skills. ERIC Digest No. 94. 3p. 1mf. L1 ED 318 912
Junior High Social Studies: Teacher Resource Manual. 217p. 3mf. L1 ED 319 647
Relationship between Students' Learning Strategies and the Change in their Chemical Misunderstandings during a High School Chemistry Course. 25p. 1mf. L1 ED 319 599
Resistance to Learning? Student Reaction to Communicative Language Teaching. 13p. 1mf. L1 ED 319 232
Toward a Model of Expert Teachers' Knowledge Structures: The Identification of Common Features across Studies. 37p. 1mf. L1 ED 319 718
Vocabulary Knowledge: Guidelines for Instruction. What Research Says to the Teacher. 35p. 1mf. L2 ED 319 001

Learning Style Profile (NASSP)
Development of a New Simultaneous Processing Scale. 16p. 1mf. L1 ED 319 770

Learning Systems
Integrated Contextual Learning: Situated Learning in the Business Profession. 15p. 1mf. L1 ED 319 330

Learning Theories
Code-Cognition Approaches to Language Learning. 11p. 1mf. L1 ED 319 234

Learning Tomorrow Project
Images of Potential Report of a Working Conference of the Learning Tomorrow Project (Racine, Wisconsin, January 1989). 41p. 1mf. L1 ED 319 383

Legal Responsibility
Student v. Union: Colleges at Risk. 6p. 1mf. L1 ED 319 277
Survey of University Students' Behavior, Knowledge, and Opinions Regarding Unauthorized Copies of Computer Software. 25p. 1mf. L1 ED 319 403

Legislation
Integrating School Transportation Resources into Coordinated Rural Public Transportation Programs: A Proposal To Increase Access to Community Services for Transportation-Disadvantaged Persons. 21p. 1mf. L1 ED 319 565

Lekotek Method
Lekotek Center. Check This Out Series. 4p. 1mf. L1 ED 319 409

Lesson Plans
Ideas for Integrating the Microcomputer with Instruction. 43p. 1mf. L1 ED 319 360
Language Arts for Gifted Middle School Students. Teaching Resources in the ERIC Database (TRIED) Series. 84p. 1mf. L1 ED 319 046
Lesson Plans for Teaching Young Adult Literature. 108p. 2mf. L1 ED 319 063
Teacher's Portfolio--What Is Necessary and Sufficient? (A High School Biology Unit Plan as an Example.) 31p. 1mf. L1 ED 319 814

Letters (Correspondence)
Pen Pals: A Beneficial Partnership. 11p. 1mf. L1 ED 319 065

Liberal Arts
Rear Guard on the Escalator: The Struggle To Protect the Liberal Arts Core in Higher Education. Occasional Papers, No. 80. 13p. 1mf. L1 ED 319 272

Liberia
Comparison of American and African Students on Who Is Admired and Why. 13p. 1mf. L1 ED 319 498

Library Acquisition
Study to Identify Areas of Relative Strength and Weakness in Support for the Saint Leo College Library Acquisitions Project. 51p. 1mf. L1 ED 319 322

Library Automation
Librarianship and Documentation Studies: A Handbook of Teaching and Learning Materials. Volume 3. 88p. 1mf. L1 ED 319 410
Micro-ISIS Training Course: Data Processing Principles and Applications. (Databases for Bibliographic Records and Serials, Training Material and Training Institutions, Addresses, and Registration of Mail). 167p. 2mf. L2 ED 319 398
Technology & Access: The Electronic Doorway Library. 44p. 1mf. L1 ED 319 387

Library Collection Development
A.S.A.P. (As Soon As Possible). A Multitype Library Fax Consortium. 48p. 1mf. L1 ED 319 389
Benefits of Telefacsimile for High School Library Media Centers. Telefacsimile in Schools: Why Fax? 13p. 1mf. L1 ED 319 390
Management of Information Services. Reports and Papers of a Training Course (Arusha, Tanzania, April 11-22, 1988). 146p. 2mf. L1 ED 319 411

Library Cooperation
A.S.A.P. (As Soon As Possible). A Multitype Library Fax Consortium. 48p. 1mf. L1 ED 319 389
Benefits of Telefacsimile for High School Library Media Centers. Telefacsimile in Schools: Why Fax? 13p. 1mf. L1 ED 319 390

Library Development
Your Library Dream Can Become a Reality Too: The Clay Springs, Arizona, Story. 8p. 1mf. L1 ED 319 413

Library Education
Your Library Dream Can Become a Reality Too: The Clay Springs, Arizona, Story. 8p. 1mf. L1 ED 319 413

Library Equipment
A.S.A.P. (As Soon As Possible). A Multitype Library Fax Consortium. 48p. 1mf. L1 ED 319 389

Library Instruction
Librarianship and Documentation Studies: A Handbook of Teaching and Learning Materials. Volume 3. 88p. 1mf. L1 ED 319 410
Management of Information Services. Reports and Papers of a Training Course (Arusha, Tanzania, April 11-22, 1988). 146p. 2mf. L1 ED 319 411

Library Materials
Information Sources on Scientific Research Related to the Preservation of Books, Paper, and Adhesives. Directory. 31p. 1mf. L1 ED 319 405
Japan and Northeast Asia: A Selected Bibliography and Guide to Research at Tutt Library. 25p. 1mf. L1 ED 319 667

Library Materials Conservation
Information Sources on Scientific Research Related to the Preservation of Books, Paper, and Adhesives. Directory. 31p. 1mf. L1 ED 319 405

Library Networks
A.S.A.P. (As Soon As Possible). A Multitype Library Fax Consortium. 48p. 1mf. L1 ED 319 389
Technology & Access: The Electronic Doorway Library. 44p. 1mf. L1 ED 319 387

Library Role
Library and Information Services for Democracy. A Select ERIC Bibliography Prepared on a Theme of the 1991 White House Conference on Library and Information Services. ERIC/IR Mini-Bib. 4p. 1mf. L1 ED 319 414

Library Services
Benefits of Telefacsimile for High School Library Media Centers. Telefacsimile in Schools: Why Fax? 13p. 1mf. L1 ED 319 390
Kids Need Libraries: School and Public Libraries Preparing the Youth of Today for the World of Tomorrow. 14p. 1mf. L1 ED 319 408
Library and Information Services for Democracy. A Select ERIC Bibliography Prepared on a Theme of the 1991 White House Conference on Library and Information Services. ERIC/IR Mini-Bib. 4p. 1mf. L1 ED 319 414
Opening Our Doors: Taking Public Library Service to Preschool and Day-Care Facilities. 28p. 1mf. L1 ED 319 521
Technology & Access: The Electronic Doorway Library. 44p. 1mf. L1 ED 319 387

Library Technical Processes
Information Sources on Scientific Research Related to the Preservation of Books, Paper, and Adhesives. Directory. 31p. 1mf. L1 ED 319 405

Licensing Examinations (Professions)
Tests on the Pathway to a Health Career. 59p. 1mf. L1 ED 319 305
Videotaped-Based Teacher Tests: Bells, Whistles or Bona Fide Assessment? 10p. 1mf. L1 ED 319 806

Life Satisfaction
Life Satisfaction in Rural and Urban Elderly: Nursing Home and Independent. 19p. 1mf. L1 ED 318 968

Lifelong Learning
Globally Competitive People: Final Report to the Human Resource Committee. 74p. 1mf. L1 ED 318 868
Learning in Voluntary Organisations. 86p. 1mf. L1 ED 318 890
Teacher Education in Ontario: Current Practice and Options for the Future. 126p. 2mf. L1 ED 319 697
World Trends and Issues in Adult Education. Educational Science Series? 177p. mf. L3 ED 318 852

Likert Scales
Evaluation Semiotic. 36p. 1mf. L1 ED 319 772
Measuring Procrastination Attitudinally and Behaviorally. 12p. 1mf. L1 ED 319 792

Limited English Speaking
Bilingual Academic Services and Integrated Career Systems Program, BASICS 1988-1989. OREA Evaluation Section Report. 28p. 1mf. L1 ED 319 261
California's Limited English Language Students: An Intersegmental Agenda. A Report to the Intersegmental Coordinating Council from the Curriculum and Assessment Cluster Committee. 17p. 1mf. L1 ED 319 454
Eligibility and Programming in Chapter I English as a Second Language (E.S.L.) Programs, 1988-89. OREA Report. 20p. 1mf. L1 ED 319 258
Making a Difference for the Bilingual Child: How One District Achieved its Goals. 28p. 1mf. L1 ED 319 245
Program Assistance for Neophytes. Project PAN, 1988-89. OREA Evaluation Section Report. 31p. 1mf. L1 ED 319 263
Spanish Native Language Arts Staff Development Turnkey Training Program, Spring 1989. OREA Report. 17p. 1mf. L1 ED 319 249
Staff Development Workshops for High School Science Teachers of Limited English Proficient Students 1988-89. 21p. 1mf. L1 ED 319 611

Linear Models
Linear versus Nonlinear Analysis in the Measurement of Effects in a Quasi-Experimental Design. 22p. 1mf. L1 ED 319 757

Linguistic Codes
What We've Got Here Is a Failure To Communicate: Women's Studies in Professional Communication. 10p. 1mf. L1 ED 319 665

Linguistic Theory
Code-Cognition Approaches to Language Learning. 11p. 1mf. L1 ED 319 234

LISREL Computer Program
Measurement Model Specification Error in LISREL Structural Equation Models. 19p. 1mf. L1 ED 319 794

Listening Comprehension
Effect of Enthusiastic Teaching on the Listening Comprehension of Kindergarten Children. 73p. 1mf. L1 ED 319 514
Listening versus Reading Proficiencies among Fourth Grade Students. 20p. 1mf. L1 ED 319 006

Listening Skills
Assessment of Basic Oral Communication Skills. A Selected, Annotated Bibliography. Second Edition. 5p. 1mf. L2 ED 319 086
Listening versus Reading Proficiencies among Fourth Grade Students. 20p. 1mf. L1 ED 319 006

Literacy
Back to the Future. 18p. 1mf. L1 ED 319 045
Developing Literacy in Children and Adults: Are There Differences? 12p. 1mf. L1 ED 319 008
Kids Need Libraries: School and Public Libraries Preparing the Youth of Today for the World of Tomorrow. 14p. 1mf. L1 ED 319 408
Some Consequences of Limited Literacy in Late Antiquity. 13p. 1mf. L1 ED 319 662

Literacy Education
Guide to Resources for ESL Literacy Facilitators. 21p. 1mf. L1 ED 319 268
Houston Community College Eligible Legalized Alien Program. Curriculum Unit, ESL I (Spanish and English Literacy). 219p. 3mf. L1 ED 319 269
Methodologies of Bilingual Instruction in Literacy Education. Project Mobile, 1988-89. OREA Report. 31p. 1mf. L1 ED 319 252
NCELTR Literacy Project. 9p. 1mf. L1 ED 319 267
Older Worker Readiness Project. Job Preparation Centers for Individuals 55 and Over. 34p. 1mf. L1 ED 318 886
Training Part-Time ESL Instructors. 23p. 1mf. L1 ED 319 240
Velveteen Rabbit "Gaets Scke": Fostering Emergent Literacy. 20p. 1mf. L1 ED 319 538
1990 International Literacy Year--An Introduction: International Literacy Year Paper No. 1 and Policy Directions for the International Literacy Year Program: International Literacy Year Paper No. 2. 29p. 1mf. L1 ED 318 854

Literary Genres
Some Sources of Written Genre Interference in the Work of Basic Writers. 17p. 1mf. L1 ED 319 064

Literature
Right To Read: Censorship in the School Library. ERIC Digest. 4p. 1mf. L1 ED 319 067

Literature Appreciation
All in a Word: Literature in Language Teaching. 39p. 1mf. L1 ED 319 228
From Theory to Practice: ESL and Literature. 19p. 1mf. L2 ED 319 242
Our Books, Our Wings: Books Nebraskans Read and Treasure. 337p. 4mf. L1 ED 319 055

Literature Reviews
How Do Community Colleges Serve Business and Industry? A Review of Issues Discussed in the Literature. 62p. 1mf. L1 ED 319 443

Living Arrangements
Living Arrangements in Later Life. 16p. 1mf. L1 ED 318 951

Loan Default
Guaranteed Student Loans: Credit Bureau Reporting Practices by Guaranty Agencies and Lenders. Briefing Report to the Chairman, Subcommittee on Education, Arts, and the Humanities, Committee on Labor and Human Resources, U.S. Senate. 54p. 1mf. L1 ED 319 341
Special Report on the Alaska Commission on Postsecondary Education--Collection of Defaulted Student Loans. 25p. 1mf. L1 ED 319 281

Loan Repayment
Guaranteed Student Loans: Credit Bureau Reporting Practices by Guaranty Agencies and Lenders. Briefing Report to the Chairman, Subcommittee on Education, Arts, and the Humanities, Committee on Labor and Human Resources, U.S. Senate. 54p. 1mf. L1 ED 319 341
Special Report on the Alaska Commission on Postsecondary Education--Collection of Defaulted Student Loans. 25p. 1mf. L1 ED 319 281

Local Area Networks
Local and Long Distance Computer Networking for Science Classrooms. Technical Report No. 43. 11p. 1mf. L2 ED 319 376

Local Government
Family Policy on the Community Level. 21p. 1mf. L1 ED 319 489

Local Legislation
Financing Child Care through Local Taxes: One City's Bold Attempt. 45p. 1mf. L1 ED 319 531

Locational Skills (Social Studies)
Winterberry City: Map Games and Activities for Language and Problem Solving. 104p. 2mf. L2 ED 319 156

Locus of Control
Determinants of Smoking Status of Black Urban Adolescents. 8p. 1mf. L1 ED 319 848

LOGO Programing Language
Imagery, Language, LOGO and Curriculum. 28p. 1mf. L1 ED 319 508
Logo Programming and Problem Solving. Technical Report No. 12. 10p. 1mf. L1 ED 319 371

Long Range Planning
Academic Development Plan for the Island of Molokai in Hawaii, 1990-1996. 36p. 1mf. L1 ED 319 429
From the Institutions' Perspective: Strategies in Higher Education. 40p. 1mf. L1 ED 319 316
Images of Potential Report of a Working Conference of the Learning Tomorrow Project (Racine, Wisconsin, January 1989). 41p. 1mf. L1 ED 319 383
Long-Range Plan for Technology in Elementary and Secondary Education in New York State. Using Technology To Pursue Excellence in Schools. 68p. 1mf. L1 ED 319 397
1990-1993 Long Range Plan: Pennsylvania College of Technology. 66p. 1mf. L1 ED 319 470

Long Term Care
Womanly World of Long Term Care: The Plight of the Long Term Care Worker. Gray Paper. 16p. 1mf. L1 ED 318 902

Longitudinal Studies
Microcomputers in Instruction, 1984-85 through 1987-88. Publication No. 538. 139p. 2mf. L1 ED 319 385

Louisiana
Statewide School Dropout Identification and Strategy Development Program: Does It Work? 20p. 1mf. L1 ED 319 796

Low Achievement
Curricular Experiences of Low Achieving First Graders in a Whole Language Program. 23p. 1mf. L1 ED 319 007
Drawing Marginal Learners into the Big Picture. 54p. 1mf. L1 ED 319 193
Recent Trends in Achievement Test Scores: Which Students Are Improving, and on What Levels of Skill Complexity? 30p. 1mf. L1 ED 319 777
Tips for Teaching Marginal Learners. 22p. 1mf. L1 ED 319 192

Low Income Groups
Impact of Increased Loan Utilization among Low Family Income Students. 75p. 1mf. L1 ED 319 285
Laboring for Less: Working but Poor in Rural America. 71p. 1mf. L2 ED 319 566

Lunch Programs
Characteristics of the National School Lunch and School Breakfast Program Participation. 54p. 1mf. L2 ED 319 847

Macquarie University (Australia)
NCELTR Literacy Project. 9p. 1mf. L1 ED 319 267

Magnet Schools
Magnet Schools. Recent Developments and Perspectives. 228p. mf. L3 ED 319 840

Mail Surveys
Consensus on Desirable Characteristics of Mail Questionnaires: Illusion or Reality? 23p. 1mf. L1 ED 319 804
Variations in Mail Survey Procedures: Comparison of Response Rates and Cost. 12p. 1mf. L1 ED 319 803

Mainstreaming
"Optimal Practice Inventory for the Severely Handicapped Including Deaf/Blind." Results of the Survey. 43p. 1mf. L1 ED 319 174
"Survey of Agency Services to Persons Who Heve Severe Disabilities." Results of the Survey. 20p. 1mf. L1 ED 319 175
Class Size Reduction Policies: Survey Results. 33p. 1mf. L1 ED 319 206
Guidelines for Integration of Learners with Severe Handicaps. Derived from Experiences of Indiana's Federal Statewide Systems Change Project. 135p. 2mf. L1 ED 319 173
Inclusive Education: Toward the Maximum Potential. LRE Bows to the Least Restrictive Alternative. A Bibliography and Directory. 54p. 1mf. L1 ED 319 172
Model for Integrating Children with Challenging Behaviors. 8p. 1mf. L1 ED 319 162

(Continued)

Mainstreaming *(Continued)*
Regular Education Initiative (REI): Where Do Students with Learning Disabilities Fit? 8p. 1mf. L1 ED 319 211
Teaching Gifted Kindergarten and Primary Children in the Regular Classroom. Meeting the Mandate. OSSC Bulletin Special Issue. 128p. 2mf. L1 ED 319 125

Majors (Students)
Effects of Using Diagrams and Texts To Teach Verbal Chains: A Comparison of Gender and College Major. 14p. 1mf. L1 ED 319 719
Just Who Are These International Students Anyway? 18p. 1mf. L1 ED 319 260

Males
Industrial Change and Black Men's Relative Earnings: Final Report. 54p. 1mf. L2 ED 319 861

Man Machine Systems
On the Nature and Function of Explanation in Intelligent Information Retrieval. 14p. 1mf. L1 ED 319 412

Management Development
Guide to the Process of Evaluating School Principals. Monograph No. 2. 43p. 1mf. L1 ED 319 141
Maintaining Professional Competence. Approaches to Career Enhancement, Vitality, and Success throughout a Work Life. 328p. mf. L3 ED 319 334
Professional Development for Rhode Island School Administrators. 53p. 1mf. L1 ED 319 097
1990 Agenda for the National Center for Research in Vocational Education. 43p. 1mf. L2 ED 318 870

Management Information Systems
Development of a Computer-Based Instructional Management System through School-University Collaboration. 10p. 1mf. L1 ED 319 102

Management Systems
Improving College Management. An Integrated Systems Approach. 594p. mf. L3 ED 319 282
Old Problems and New Responsibilities for University System Heads. Monograph Series, Number 1. 13p. 1mf. L1 ED 319 283
Safety Management Systems. 30p. 1mf. L1 ED 318 896

Manitoba
Manitoba Writing Assessment 1988, Grade 4. Preliminary Report: Franco-Manitoban Schools. 24p. 1mf. L1 ED 319 057
Manitoba Writing Assessment 1988, Grade 8. Preliminary Report: French Immersion Schools. 28p. 1mf. L1 ED 319 058
Manitoba Writing Assessment 1988, Grade 11. Preliminary Report: French Immersion Schools. 46p. 1mf. L1 ED 319 059

Manuscript Writing (Handlettering)
Handwriting: Grade 1 Manuscript Practice Book. 133p. 2mf. L2 ED 319 071
Handwriting: Grade 2 Manuscript Practice Book. 133p. 2mf. L2 ED 319 072

Map Skills
Placing Geography in the Curriculum: Ideas from the Western PLACE Conference (Boulder, Colorado, August 9-11, 1987). 256p. 3mf. L2 ED 319 637
Winterberry City: Map Games and Activities for Language and Problem Solving. 104p. 2mf. L2 ED 319 156

Marital Status
Report on the Status of Midlife and Older Women in America. Mother's Day Report 1986. 9p. 1mf. L1 ED 318 905
Types of Stresses Experienced by Professionals. 12p. 1mf. L2 ED 318 985

Marketing
Year-Round Recruitment and Retention Plan. 60p. 1mf. L1 ED 319 117

Marriage
Teenage Parenthood, Poverty and Dependency: Do We Know How To Help? Background Briefing Report and Meeting Highlights. 39p. 1mf. L1 ED 318 887
Ward Doesn't Live Here Anymore. 15p. 1mf. L2 ED 318 956

Married Students
Characteristics of "Established" Students: A Descriptive Study of Married 30-50 Year Old Reentry Students. Teaching Learning Issues No. 67. 20p. 1mf. L1 ED 318 882

Maryland
Community College Transfers to Maryland Four-Year Institutions. Research Brief RB90-11. 22p. 1mf. L1 ED 319 449

Mass Media Role
Portrayal of Families on Prime Time Television. 35p. 1mf. L2 ED 319 075

Massachusetts
Two-Way Integrated Bilingual Education. 87p. 1mf. L1 ED 319 859

Massachusetts (Boston)
Improving Middle Schools in Boston: A Report on Boston Compact and School District Initiatives. 86p. 1mf. L1 ED 319 842

Master Teachers
Elementary Teacher Needs Assessment Using Transactional Evaluation. 13p. 1mf. L1 ED 319 636

Masters Degrees
Master of Arts and Professional Studies Program. 29p. 1mf. L1 ED 319 337

Masters Programs
Preparing Women and Minorities as Rural School Administrators. 20p. 1mf. L2 ED 319 553

Mastery Learning
Curriculum Management System: A Computer Managed Curriculum. 12p. 1mf. L1 ED 319 679

Material Development
Palenque Optical Disc Prototype: Design of Multimedia Experiences for Education and Entertainment in a Nontraditional Learning Context. Technical Report No. 44. 19p. 1mf. L2 ED 319 377

Mathematical Concepts
Canadian Mathematics Education Study Group = Groupe Canadien d'etude en didactique des matematiques. Proceedings of the Annual Meeting (St. Catharines, Ontario, Canada, May 27-31, 1989). 149p. 2mf. L1 ED 319 606

Mathematical Enrichment
Implementation of Parent Involvement in Math Program in Creve Coeur Schools, Creve Coeur, Illinois. 15p. 1mf. L1 ED 319 586

Mathematical Models
Dichotomous Search Strategies for Computerized Adaptive Testing. 21p. 1mf. L1 ED 319 749

Mathematics Achievement
Cost-Effectiveness of Alternative Approaches to Computer-Assisted Instruction. 81p. 1mf. L1 ED 319 357
Item Bias in Mathematics Achievement: The Progressive Achievement Tests for Mathematics. 29p. 1mf. L1 ED 319 590
Making the Grade in Mathematics: Elementary School Mathematics in the United States, Taiwan, and Japan. 38p. mf. L3 ED 319 592

Mathematics Curriculum
Accountability in Mathematics Education. ERIC/SMEAC Mathematics Digest No. 3, 1988. 4p. 1mf. L1 ED 319 628
Curriculum and Evaluation Standards for Mathematics Education. ERIC/SMEAC Mathematics Education Digest No. 1, 1990. 4p. 1mf. L1 ED 319 630
Reshaping School Mathematics: A Philosophy and Framework for Curriculum. 72p. 1mf. L2 ED 319 588

Mathematics Education
Canadian Mathematics Education Study Group = Groupe Canadien d'etude en didactique des matematiques. Proceedings of the Annual Meeting (St. Catharines, Ontario, Canada, May 27-31, 1989). 149p. 2mf. L1 ED 319 606
Statewide Assessment and Evaluation of Fourth Grade Mathematics Delivery System. 254p. 3mf. L1 ED 319 761

Mathematics Instruction
Accountability in Mathematics Education. ERIC/SMEAC Mathematics Digest No. 3, 1988. 4p. 1mf. L1 ED 319 628
Curriculum and Evaluation Standards for Mathematics Education. ERIC/SMEAC Mathematics Education Digest No. 1, 1990. 4p. 1mf. L1 ED 319 630
Language Development through Holistic Learning (Mathematics, Art, Science, Technology, and Education Resources). Project MASTER, 1988-89. OREA Report. 24p. 1mf. L1 ED 319 253
Reshaping School Mathematics: A Philosophy and Framework for Curriculum. 72p. 1mf. L2 ED 319 588

Mathematics Skills
Task Analyses of Critical Evaluations of Quantitative Arguments: First Steps in Critical Interpretation of Graphically Presented Data. 23p. 1mf. L1 ED 319 604

Mathematics Teachers
Making the Grade in Mathematics: Elementary School Mathematics in the United States, Taiwan, and Japan. 38p. mf. L3 ED 319 592

Mathematics Tests
Canadian Mathematics Education Study Group = Groupe Canadien d'etude en didactique des matematiques. Proceedings of the Annual Meeting (St. Catharines, Ontario, Canada, May 27-31, 1989). 149p. 2mf. L1 ED 319 606
Item Bias in Mathematics Achievement: The Progressive Achievement Tests for Mathematics. 29p. 1mf. L1 ED 319 590
Validity of Alternative Measurement Procedures for Assessing Mathematical Problem-Solving Processes and Performance. 35p. 1mf. L1 ED 319 781

Maturity Tests
Manual for the Employability Maturity Interview. 38p. 1mf. L1 ED 319 196

Maximum Likelihood Statistics
Measurement Model Specification Error in LISREL Structural Equation Models. 19p. 1mf. L1 ED 319 794

McCook Community College NE
Assessment of Course Needs for Older Adults at McCook Community College. 39p. 1mf. L1 ED 319 428

Measurement Techniques
Crisis in Measurement Literacy in Psychology and Education. 16p. 1mf. L1 ED 319 778
Using Curriculum Based Measures To Identify and Monitor Progress in an Adult Basic Education Program. Final Report. 156p. 2mf. L1 ED 318 910

Measures (Individuals)
Measuring Procrastination Attitudinally and Behaviorally. 12p. 1mf. L1 ED 319 792

Mechanics (Physics)
Effect of Simultaneous Motion Presentation and Graph Generation in a Kinematics Lab. 13p. 1mf. L1 ED 319 597

Media Adaptation
Overview of Design, Implementation, and Transfer Considerations for the International Use of Instructional Video. 7p. 1mf. L2 ED 319 400

Media Selection
Bibliography of the Use of Video-Cassettes as a Teaching Medium in Higher Education. 59p. 1mf. L1 ED 319 395

Medical Education
Medicine and Physical Education: A Successful Education Experiment. 8p. 1mf. L1 ED 319 695

Medical Research
Impact of Nutrition on Health and Disease in Blacks and Other Minorities. Proceedings of the Meharry Medical College Annual Nutrition Workshop (1st, Nashville, Tennessee, October 28-30, 1987). Annual Nutrition Workshop Series, Volume 1. 235p. 3mf. L1 ED 319 731

Medical Services
Clinical Experiences in Athletic Training. 102p. mf. L3 ED 319 730

Mental Disorders
Dementia and Alzheimer's Disease in the Elderly. 20p. 1mf. L1 ED 318 945
DSM-III-R: Professional Implications and Revisions for Mental Health Counselors. 22p. 1mf. L1 ED 318 969
Planned Recreation Intervention Program: Its Effect on Perceived Leisure Freedom of Mentally Ill Patients. 6p. 1mf. L1 ED 319 740

Mental Health
School Crisis Network: A School and Mental Health Cooperative Effort. 23p. 1mf. L1 ED 318 979
Wellness: The Body, Mind, and Spirit. 291p. mf. L3 ED 319 726

Mental Imagery
Winning: A Post-Graduate Course in Succeeding in the Real World. 40p. 1mf. L1 ED 319 089

Mental Retardation
Career Special Education Framework. 91p. 1mf. L1 ED 319 200
Living in the Community: A Comparative Study of Foster Homes and Small Group Homes for People with Mental Retardation. Project Report 28. 215p. 3mf. L1 ED 319 199

Mentors
Guide for Planning, Implementing, and Evaluating a Mentoring Program. Hand in Hand: Mentoring Young Women. Book 1. 114p. 2mf. L1 ED 318 971
Ideabook for Mentors. Hand in Hand: Mentoring Young Women. Book 2. 39p. 1mf. L1 ED 318 972
Mentor Teacher Internship Program, 1988-89. Evaluation Section Report. 53p. 1mf. L1 ED 319 737
Mentor Teacher Role: Owner's Manual. Fifth Edition. 148p. mf. L3 ED 319 722
Mentoring in 2 + 2 Programs: LISD/ACC 2 + 2 Articulation Project. 17p. 1mf. L1 ED 319 415
Mentoring Programs for At-Risk Youth: A Dropout Prevention Research Report. 38p. 1mf. L1 ED 318 931
Student Career Journal. Hand in Hand: Mentoring Young Women. Book 3. 61p. 1mf. L1 ED 318 973

Merit Pay
College Faculty Attitudes toward Merit Pay. 18p. 1mf. L1 ED 319 290

Meta Analysis
Putting the "But" Back in Meta-Analysis: Issues Affecting the Validity of Quantitative Reviews. 12p. 1mf. L1 ED 319 784
Summarizing Monte Carlo Results in Methodological Research. 30p. 1mf. L1 ED 319 775
Summarizing Monte Carlo Results in Methodological Research: The Oneway Fixed-Effects ANOVA Case. 30p. 1mf. L1 ED 319 774

Metacognition
Knowledge of Composition. 18p. 1mf. L1 ED 319 048
Students' Predictions of Test Grades: Calibration and Metacognition. 6p. 1mf. L1 ED 319 812

Metalinguistics
What We've Got Here Is a Failure To Communicate: Women's Studies in Professional Communication. 10p. 1mf. L1 ED 319 665

Methods Courses
Affecting Preservice Elementary Teachers' Attitudes toward Inquiry Teaching in Science through Projects with Individual Children. 11p. 1mf. L1 ED 319 596
Science Preparation of Elementary Teachers. 19p. 1mf. L1 ED 319 602
What Do Prospective Science Teachers Understand about the Nature of Science? 13p. 1mf. L1 ED 319 603

Methods Research
Summarizing Monte Carlo Results in Methodological Research. 30p. 1mf. L1 ED 319 775
Summarizing Monte Carlo Results in Methodological Research: The Oneway Fixed-Effects ANOVA Case. 30p. 1mf. L1 ED 319 774

Mexican American Education
Brown Out: An Appraisal of the Role of the Public School as an Acculturating Agency of Mexican Americans in Texas, 1850-1968. 281p. 3mf. L1 ED 319 541
Making Education Work for Mexican-Americans: Promising Community Practices. ERIC Digest. 3p. 1mf. L1 ED 319 580
Successful Teaching Strategies: Instruction for Black and Hispanic Students in the California Community Colleges. 52p. 1mf. L1 ED 319 421

Mexican American History
Brown Out: An Appraisal of the Role of the Public School as an Acculturating Agency of Mexican Americans in Texas, 1850-1968. 281p. 3mf. L1 ED 319 541

Mexico
Teaching about North America: Some Fresh Perspectives. 7p. 1mf. L1 ED 319 674

Michigan Educational Assessment Program
Essential Skills Reading Test Blueprint. (Fifth Edition). 84p. 1mf. L1 ED 319 766

Microcomputers
Basic Project Management Methodologies for Survey Researchers. 29p. 1mf. L1 ED 319 115
Comparative Study on Criteria and Procedures for the Evaluation of Educational Software. Summary. 8p. 1mf. L1 ED 319 358
Factors Affecting Use of Computers in Elementary Classrooms: Implications for Preservice and Inservice Education. 29p. 1mf. L1 ED 319 356
Ideas for Integrating the Microcomputer with Instruction. 43p. 1mf. L1 ED 319 360
Introductory Computer Education: Developments in a Time Perspective. 20p. 1mf. L1 ED 319 369
Local and Long Distance Computer Networking for Science Classrooms. Technical Report No. 43. 11p. 1mf. L2 ED 319 376
Microcomputers in Instruction, 1984-85 through 1987-88. Publication No. 538. 139p. 2mf. L1 ED 319 385
Software in the Classroom: Issues in the Design of Effective Software Tools. Technical Report No. 15. 13p. 1mf. L1 ED 319 372
Study of Children's Computer-Generated Graphics. 39p. 1mf. L1 ED 319 504
Study of Issues Related to the Implementation of Computer Technology in Schools. Final Report, July, 1981. Technical Report No. 2. 142p. 2mf. L1 ED 319 370
Technology with Low Incidence Populations: Promoting Access to Education and Learning. 50p. 1mf. L1 ED 319 190
Troubleshooting Micro's. 13p. 1mf. L1 ED 319 365
Troubleshooting Microcomputers. A Technical Guide for Polk County Schools. 97p. 2mf. L1 ED 319 364

MicroISIS
Micro-ISIS Training Course: Data Processing Principles and Applications. (Databases for Bibliographic Records and Serials, Training Material and Training Institutions, Addresses, and Registration of Mail). 167p. 2mf. L2 ED 319 398

Microworlds
Microworlds to Macroworlds: Conceptual Transfer and Activity Setting. Technical Report No. 46. 20p. 1mf. L2 ED 319 379

Middle Aged Adults
Health Care Financing and Midlife Women: A Sick System. Gray Paper. 14p. 1mf. L1 ED 318 904
Older Worker Readiness Project. Job Preparation Centers for Individuals 55 and Over. 34p. 1mf. L1 ED 318 886

Middle Schools
Assessing the Motivational Characteristics of Instructional Materials. 12p. 1mf. L1 ED 319 479
Developing and Implementing a Middle School Program To Improve the Achievement of Students in Grade Six through Grade Eight. 126p. 2mf. L1 ED 319 509
Improving Middle Schools in Boston: A Report on Boston Compact and School District Initiatives. 86p. 1mf. L1 ED 319 842
Language Arts for Gifted Middle School Students. Teaching Resources in the ERIC Database (TRIED) Series. 84p. 1mf. L1 ED 319 046
Middle School Social Studies: A Guide for Classroom Teachers. Eastern Hemisphere Studies, Western Hemisphere Studies, New Mexico History and Geography, United States History. 106p. 2mf. L1 ED 319 664
Passport: Technology To Help the Middle Grades Second Languages Teachers. 104p. 2mf. L1 ED 319 243
Teacher Managed Staff Development. 8p. 1mf. L1 ED 319 698
Urban Academy: A Dropout Prevention and Demonstration Project 1988-89. OREA Report. 24p. 1mf. L1 ED 319 873

Midlife Transitions
New Patterns of Transition to Retirement in West Germany. 25p. 1mf. L1 ED 318 851

Migrant Education
Characteristics of Migrant Secondary Students: Outreach Meeting Report (1st, Silver Bay, New York, October 24-26, 1988). 18p. 1mf. L1 ED 319 550
Current Practices: Future Directions. Outreach Meeting Report (3rd, Portland, Oregon, May 3, 1989). 15p. 1mf. L1 ED 319 551
Directory of Programs: High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP). 21p. 1mf. L1 ED 319 545
Exploring Mobility Issues. Outreach Meeting Report (2nd, McAllen, Texas, November 14-15, 1988). 19p. 1mf. L1 ED 319 552
Migrant Education, Interstate Secondary Credit Accrual and Acceptance Manual: Practical Guidelines for School Personnel Serving Migrant Secondary Students. 174p. 2mf. L1 ED 319 546
On the Move: Migrant Education 1987-88. 21p. 1mf. L1 ED 319 571

Migrant Problems
Characteristics of Migrant Secondary Students: Outreach Meeting Report (1st, Silver Bay, New York, October 24-26, 1988). 18p. 1mf. L1 ED 319 550
Current Practices: Future Directions. Outreach Meeting Report (3rd, Portland, Oregon, May 3, 1989). 15p. 1mf. L1 ED 319 551
Exploring Mobility Issues. Outreach Meeting Report (2nd, McAllen, Texas, November 14-15, 1988). 19p. 1mf. L1 ED 319 552

Migrant Programs
Directory of Programs: High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP). 21p. 1mf. L1 ED 319 545
Exploring Mobility Issues. Outreach Meeting Report (2nd, McAllen, Texas, November 14-15, 1988). 19p. 1mf. L1 ED 319 552
On the Move: Migrant Education 1987-88. 21p. 1mf. L1 ED 319 571

Migrant Youth
Current Practices: Future Directions. Outreach Meeting Report (3rd, Portland, Oregon, May 3, 1989). 15p. 1mf. L1 ED 319 551
Migrant Education, Interstate Secondary Credit Accrual and Acceptance Manual: Practical Guidelines for School Personnel Serving Migrant Secondary Students. 174p. 2mf. L1 ED 319 546

Migrants
Graduating and Dropping Out of High School in the South Bronx. 14p. 1mf. L1 ED 319 852
Snowbirds in the Sun Belt: Older Canadians in Florida. 128p. 2mf. L1 ED 318 842

Migration
Snowbirds in the Sun Belt: Older Canadians in Florida. 128p. 2mf. L1 ED 318 842

Migration Patterns
Snowbirds in the Sun Belt: Older Canadians in Florida. 128p. 2mf. L1 ED 318 842

Mild Disabilities
Relationship between Chapter 1 and Special Education Services for Mildly Handicapped Students: A Substudy of the National Assessment of Chapter 1. 95p. 1mf. L1 ED 319 186

Mild Mental Retardation
Assessment of Student Progress in Special Education: Mixed-Exceptionality versus Single-Exceptionality Programs. Research Report. 77p. 1mf. L1 ED 319 223

Military Personnel
Montgomery GI Bill. Hearings before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, One Hundred First Congress, First Session (September 14 and 21, 1989). 473p. 5mf. L1 ED 318 895

Military Service
Student Guide for Vocational Planning. 28p. 1mf. L1 ED 318 863

Minimum Competencies
Language Arts Grade 8, Item Specifications. Minimum Performance Test. 42p. 1mf. L1 ED 319 044
Reading Grade 8, Item Specifications. Minimum Performance Test. 40p. 1mf. L1 ED 319 000
Seeking a Core of World Regional Geography Place Names: An Analysis of Published Materials. 18p. 1mf. L1 ED 319 675

Minimum Competency Testing
Assessment of Basic Oral Communication Skills. A Selected, Annotated Bibliography. Second Edition. 5p. 1mf. L2 ED 319 086
Language Arts Grade 6, Item Specificaitons. Minimum Performance Test. 31p. 1mf. L1 ED 319 043
Language Arts Grade 8, Item Specifications. Minimum Performance Test. 42p. 1mf. L1 ED 319 044
Reading Grade 6, Item Specifications. Minimum Performance Test. 43p. 1mf. L1 ED 318 999
Reading Grade 8, Item Specifications. Minimum Performance Test. 40p. 1mf. L1 ED 319 000
State of Assessment Programs: What Are State-Wide Assessment Programs Doing? 42p. 1mf. L2 ED 319 808
Wisconsin's Educational Reform: Patterns of Adoption. 23p. 1mf. L1 ED 319 093

Minority Group Children
Collaborative Intervention Approaches for At-Risk Youth: The Pittsburgh Experience. 28p. 1mf. L1 ED 319 816
Ethnicity, Immigrant Generation Status, and School Attainment of Asians, Hispanics and Non-Hispanic Whites. 52p. 1mf. L2 ED 319 828
Helping Minority High School Students Redefine their Self-Image through Culturally Sensitive Instruction. 18p. 1mf. L1 ED 319 831

Minority Group Teachers
Preparing More Minority Teachers: SREB States Take Action. 9p. 1mf. L1 ED 319 736

Minority Groups
Employment Equity Act. Annual Report = Loi sur l'equite en matiere d'emploi. Report annuel. 227p. 3mf. L2 ED 319 818
Enhancing Affective and Cognitive Outcomes of Minority Pre-Business Students: A Program Evaluation. 68p. 1mf. L1 ED 319 347
Guide for Planning, Implementing, and Evaluating a Mentoring Program. Hand in Hand: Mentoring Young Women. Book 1. 114p. 2mf. L1 ED 318 971
Ideabook for Mentors. Hand in Hand: Mentoring Young Women. Book 2. 39p. 1mf. L1 ED 318 972
Impact of Nutrition on Health and Disease in Blacks and Other Minorities. Proceedings of the Meharry Medical College Annual Nutrition Workshop (1st, Nashville, Tennessee, October 28-30, 1987). Annual Nutrition Workshop Series, Volume 1. 235p. 3mf. L1 ED 319 731
Metropolitan Housing Opportunities for Poor and Working Class Minorities. 56p. 1mf. L2 ED 319 846
Minorities and Women in Educational Administration. 17p. 1mf. L1 ED 319 110
Nutrition and Hypertension in Blacks and Other Minorities. Proceedings of the Meharry Medical College Annual Nutrition Workshop (2nd, Nashville, Tennessee, October 26-28, 1988). Annual Nutrition Workshop Series, Volume II. 225p. 3mf. L1 ED 319 681
Preparing Women and Minorities as Rural School Administrators. 20p. 1mf. L2 ED 319 553
Rethinking the Curriculum To Meet the Needs of Underprepared, Underrepresented, and Economically Disadvantaged Students: Majors and Courses for the 21st Century. 12p. 1mf. L1 ED 319 467
Trends in High School Math and Science Course Taking: Effects of Gender and Ethnicity. 32p. 1mf. L1 ED 319 593
Two-Thousand Stations on Twenty Channels or a Partial Way To Solve Minority Programming. 12p. 1mf. L1 ED 319 087
Unequal Picture. Black, Hispanic, Asian and Native American Characters on Television. 50p. 1mf. L2 ED 319 366
Valuing Diversity on Campus: A Multicultural Approach. College Unions At Work Monograph Series Number 11. 89p. 1mf. L2 ED 319 280

Misconceptions
Cognitive Conflict and Cooperative Learning. 13p. 1mf. L1 ED 319 598
Detailed Analysis of Misconceptions as a Basis for Developing Remedial Instruction: The Case of Photosynthesis. 18p. 1mf. L1 ED 319 635
Language-Independent Conceptual "Bugs" in Novice Programming. Technical Report No. 31. 14p. 1mf. L1 ED 319 373
Relationship between Students' Learning Strategies and the Change in their Chemical Misunderstandings during a High School Chemistry Course. 25p. 1mf. L1 ED 319 599
Research in Science Education, Volume 17. Selections of Refereed Papers from the Annual Conference of the Australian Science Education Research Association (18th, Wagga Wagga, New South Wales, Australia, July 1987). 270p. 3mf. L1 ED 319 587

Mississippi
Globally Competitive People: Final Report to the Human Resource Committee. 74p. 1mf. L1 ED 318 868
Seizing the Future: A Commitment to Competitiveness. 31p. 1mf. L1 ED 318 866

Missouri
Child Development, Care and Guidance. Performance Objectives and Criterion-Referenced Test Items. 80p. 1mf. L2 ED 318 857
Family and Individual Health. Performance Objectives and Criterion-Referenced Test Items. 114p. 2mf. L2 ED 318 858
Food and Nutrition (Advanced). Performance Objectives and Criterion-Referenced Test Items. 80p. 1mf. L2 ED 318 856
Food and Nutrition (Intermediate). Performance Objectives and Criterion-Referenced Test Items. 120p. 2mf. L2 ED 318 855

Mixed Exceptionality Classes
Assessment of Student Progress in Special Education: Mixed-Exceptionality versus Single-Exceptionality Programs. Research Report. 77p. 1mf. L1 ED 319 223

Model Minority Groups
Strangers From a Different Shore. A History of Asian Americans. 570p. mf. L3 ED 319 839

Models
Application of Grunig's Symmetry-Asymmetry Public Relations Models to Internal Communication Systems. 30p. 1mf. L1 ED 319 076
Ethnographic Approach for Examining Participants' Construction of a Cooperative Learning Classroom Culture. 38p. 1mf. L1 ED 319 083
Improving Efficiency in the Delivery of Services to the Aged in Great Britain. 27p. 1mf. L1 ED 318 843
Integration of Academic and Vocational-Technical Education. 8p. 1mf. L1 ED 318 859
Microworlds to Macroworlds: Conceptual Transfer and Activity Setting. Technical Report No. 46. 20p. 1mf. L2 ED 319 379
Practicing What We Preach: Using Organizational Theory To Teach Organizational Communication. 21p. 1mf. L1 ED 319 092
Reading Meta-Television: A New Model for Reader-Response Criticism. 25p. 1mf. L1 ED 319 084
Sharing Innovative Strategies for Self-Learning Materials. A Monograph. 65p. 1mf. L2 ED 318 885

Moderate Mental Retardation
Assessing Post-School Outcomes for Students with Moderate to Severe Mental Retardation. Project Report No. 89-1. 80p. 1mf. L1 ED 319 203
In-Service Program To Foster the Teaching of Life Skills to Moderately Retarded Elementary School Students. 56p. 1mf. L1 ED 319 161

Money
Meaning of Money Revisited: Workers' View. 14p. 1mf. L1 ED 318 984

Money Ethic Scale
Meaning of Money Revisited: Workers' View. 14p. 1mf. L1 ED 318 984

Monte Carlo Methods
Summarizing Monte Carlo Results in Methodological Research: The Oneway Fixed-Effects ANOVA Case. 30p. 1mf. L1 ED 319 774
Summarizing Monte Carlo Results in Methodological Research. 30p. 1mf. L1 ED 319 775

Montgomery County Public Schools MD
How Accurate Are SAT Race Results? 9p. 1mf. L1 ED 319 807

Moral Values
Adult Experience of Anger: Implications for Research on Children. 16p. 1mf. L1 ED 319 524

Morphology (Languages)
Development of Affixes in Urdu: A Case Study. 27p. 1mf. L1 ED 319 238

Mothers

Comparison of Mothers' and Children's Reports of Life Stress in the Children's Lives. 14p. 1mf. L1 ED 319 495

Daily Lives of Women with Young Children: Redefining a "Woman's Place"? 20p. 1mf. L1 ED 319 648

Maternal and Child Health Research Program: I. Active Projects, 1988. 200p. 3mf. L1 ED 319 188

Predicting Children's Problem Behaviors from the Content of Maternal Demands. 13p. 1mf. L1 ED 319 518

Teenage Parenthood, Poverty and Dependency: Do We Know How To Help? Background Briefing Report and Meeting Highlights. 39p. 1mf. L1 ED 318 887

Motion

Effect of Simultaneous Motion Presentation and Graph Generation in a Kinematics Lab. 13p. 1mf. L1 ED 319 597

Motivation

Intrinsic Motivation, Self-Perception, and Their Effects on Black Urban Elementary Students. 58p. 1mf. L1 ED 319 864

Motivation Techniques

Elder Fit. A Health and Fitness Guide for Older Adults. 73p. 1mf. L2 ED 319 702

Motor Development

Practical Research in Motor Development/Learning. 13p. 1mf. L1 ED 319 706

Motor Vehicles

Diesel Fundamentals. Teacher Edition (Revised). 1055p. 11mf. L2 ED 318 922

Movement Education

Strengthening Teacher Preparation for Motor Performance Skill Development--Motor Processes Approach. 20p. 1mf. L1 ED 319 713

Multicampus Colleges

Academic Development Plan for the Island of Molokai in Hawaii, 1990-1996. 36p. 1mf. L1 ED 319 429

Multicultural Education

Case for the Integration of Multicultural Education into the Curricula of Small Southern Rural Colleges and Universities. 25p. 1mf. L1 ED 319 549

Five Position Statements of the Southern Association on Children Under 6 (SACUS): (1) Employer Sponsored Child Care; (2) Developmentally Appropriate Assessment; (3) Continuity of Learning for Four-to-Seven-Year-old Children; (4) Quality Child Care; (5) Multicultural Education 41p. 1mf. L2 ED 319 493

Helping Minority High School Students Redefine their Self-Image through Culturally Sensitive Instruction. 18p. 1mf. L1 ED 319 831

Multicultural Education for Educators. 20p. 1mf. L1 ED 319 688

School Community Education Program in New York City 1988-89. Volume II. OREA Evaluation Section Report. 105p. 2mf. L1 ED 319 870

Valuing Diversity on Campus: A Multicultural Approach. College Unions At Work Monograph Series Number 11. 89p. 1mf. L2 ED 319 280

Multidimensional Scaling

Self-Concepts of Young Children Aged 5 to 8: Their Measurement and Multidimensional Structure. 44p. 1mf. L1 ED 319 789

Multigraded Classes

Implementing Experiential Based Education in a Rural Setting. 51p. 1mf. L1 ED 319 560

Multimedia Instruction

Effects of Videodisc Macrocontexts on Comprehension and Composition of Causally Coherent Stories. 29p. 1mf. L1 ED 318 998

Exhibit Interpreter: An Attention-Focuser in Science Museums. 25p. 1mf. L1 ED 319 616

Palenque Optical Disc Prototype: Design of Multimedia Experiences for Education and Entertainment in a Nontraditional Learning Context. Technical Report No. 44. 19p. 1mf. L2 ED 319 377

Palenque Project: A Process of Design and Development as Research in the Evolution of an Optical Disc Prototype for Children. Technical Report No. 47. 15p. 1mf. L1 ED 319 391

Sharing Innovative Strategies for Self-Learning Materials. A Monograph. 65p. 1mf. L2 ED 318 885

Multiple Choice Tests

Reliability and Validity of Multiple-Choice Examinations as a Function of the Number of Options per Item and Student Ability. 37p. 1mf. L1 ED 319 795

Spatial Visualization Test for Selecting Engineering Students. 10p. 1mf. L1 ED 319 767

Multiple Comparisons

Multiple Comparison Procedures when Population Variances Differ. 22p. 1mf. L1 ED 319 754

Multiple Disabilities

Guidelines for Special Education Paraprofessionals in Oklahoma. 179p. 2mf. L2 ED 319 221

Teaching Independent Community Social Skills to the Multihandicapped. 120p. 2mf. L1 ED 319 212

Multiple Regression Analysis

Implementing Variable Selection Techniques in Regression. 23p. 1mf. L1 ED 319 805

Muscular System

Living Anatomy. Second Edition. 231p. mf. L3 ED 319 741

Musculoskeletal System

Living Anatomy. Second Edition. 231p. mf. L3 ED 319 741

Museums

Exhibit Interpreter: An Attention-Focuser in Science Museums. 25p. 1mf. L1 ED 319 616

Natural Science Centers: Directory. 429p. 5mf. L2 ED 319 619

Narrative Text

On and Off Computer Writing of Eighth Grade Students Experienced in Word Processing. Technical Report 90-1. 59p. 1mf. L1 ED 319 053

Narratology

Interviewer as Critic: Distortion of the Voice in the Collection of Oral Narratives. 18p. 1mf. L2 ED 319 078

National Board for Professional Teaching St

National Board for Professional Teaching Standards. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session. 90p. 1mf. L1 ED 319 703

National Center for Research Vocational Edu

1990 Agenda for the National Center for Research in Vocational Education. 43p. 1mf. L2 ED 318 870

National Conference Professors Educ Adminis

NCPEA--UCEA: Converging Missions. 11p. 1mf. L1 ED 319 114

National Council of Teachers of Mathematics

Curriculum and Evaluation Standards for Mathematics Education. ERIC/SMEAC Mathematics Education Digest No. 1, 1990. 4p. 1mf. L1 ED 319 630

National Crime Survey

Hispanic Victims. Special Report. 13p. 1mf. L1 ED 319 836

National Education Longitudinal Study 1988

Findings from the NELS:88 Base Year Student Survey. 61p. 1mf. L1 ED 319 747

National Labor Relations Board v Yeshiva Un

Unionization among College Faculty--1990. 13p. 1mf. L2 ED 319 310

National Network for Curr Coord in Voc Tec

Locating Vocational Education Curricula. ERIC Digest No. 97. 3p. 1mf. L1 ED 318 915

National Programs

Youth. A National Stay-in-School Initiative = Jeunesse. Projet national d'incitation a la poursuite des etudes. 37p. 1mf. L2 ED 319 820

National School Lunch Act 1946

Characteristics of the National School Lunch and School Breakfast Program Participation. 54p. 1mf. L2 ED 319 847

National Surveys

State of Assessment Programs: What Are State-Wide Assessment Programs Doing? 42p. 1mf. L2 ED 319 808

Statewide Assessment and Evaluation of Fourth Grade Mathematics Delivery System. 254p. 3mf. L1 ED 319 761

Native American Studies

Abstracts of Native Studies, Volume 3. 148p. 2mf. L1 ED 319 554

Native Americans

Foods of the Pioneer Family. 26p. 1mf. L1 ED 319 673

Native Language Instruction

Career Awareness Program. Project CAP, 1988-89. OREA Report. 29p. 1mf. L1 ED 319 255

Computer-Focused Russian Bilingual Instructional Program, 1988-89. OREA Report. 28p. 1mf. L1 ED 319 254

Higher Achievement and Improvement through Instruction with Computers and Scholarly Transition and Resource Systems Program. OREA Report. 34p. 1mf. L1 ED 319 248

Methodologies of Bilingual Instruction in Literacy Education. Project Mobile, 1988-89. OREA Report. 31p. 1mf. L1 ED 319 252

Project Nuevos Horizontes, 1988-89. OREA Report. 29p. 1mf. L1 ED 319 251

Spanish Native Language Arts Staff Development Turnkey Training Program, Spring 1989. OREA Report. 17p. 1mf. L1 ED 319 249

Native Studies

Abstracts of Native Studies, Volume 3. 148p. 2mf. L1 ED 319 554

Nature Centers

Natural Science Centers: Directory. 429p. 5mf. L2 ED 319 619

Nature of Science

What Do Prospective Science Teachers Understand about the Nature of Science? 13p. 1mf. L1 ED 319 603

Navajo

Navajo Educational Values and Facility Design. 49p. 1mf. L1 ED 319 547

Nebraska

From the Institutions' Perspective: Strategies in Higher Education. 40p. 1mf. L1 ED 319 316

Our Books, Our Wings: Books Nebraskans Read and Treasure. 337p. 4mf. L1 ED 319 055

Need Analysis (Student Financial Aid)

Preparing for the Next Reauthorization: Need Analysis Issues. A Discussion Paper from the College Scholarship Service (CSS) Council Committee on Standards of Ability to Pay, Prepared for the 1990 Regional Meetings of the College Board. CSS Reports, Number 3. 35p. 1mf. L1 ED 319 278

Needs Assessment

Report to Participants in School-Community Relations Survey. 17p. 1mf. L1 ED 319 103

State Needs Assessments, Title II EESA: A Summary Report. 36p. 1mf. L1 ED 319 124

State Priorities in Higher Education: 1990. 39p. 1mf. L1 ED 319 325

Vermont Lighthouse School District Project: Comprehensive Planning for At-Risk Youth. 25p. 1mf. L1 ED 319 854

Negative Attitudes

Mitigating the Effects of Negative Stereotyping of Aging and the Elderly in Primary Grade Reading Instruction. 19p. 1mf. L1 ED 319 015

Negotiation Agreements

Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education; Volume 16. 271p. 3mf. L2 ED 319 309

Unionization among College Faculty--1990. 13p. 1mf. L2 ED 319 310

Neologism

Terminological Interference in the Study of the Social Aspects of Language. 14p. 1mf. L1 ED 319 236

Neonates

Substance Use among Pregnant Women: The Report of the Task Force for the Prevention of Substance Use among Pregnant Women. 51p. 1mf. L1 ED 318 976

Netherlands

Symposium on "Experiences of Innovation in Primary Education in the Netherlands" (Noordwijkerhout, Netherlands, October 24-28, 1988). The CDCC's Project No. 8: "Innovation in Primary Education." 66p. 1mf. L2 ED 319 503

Nevada

State of Nevada Telecommunications Study. Assembly Concurrent Resolution 68. 285p. 3mf. L1 ED 319 567

New Hampshire

New Hampshire Technical Colleges & Institute Graduate Placement Report, 1989. 21p. 1mf. L1 ED 318 862

New Jersey

Guides in Gifted Education. 181p. 2mf. L1 ED 319 176

Report of the Advisory Council on Developing Character and Values in New Jersey Students. 14p. 1mf. L1 ED 318 974

New Mexico

Middle School Social Studies: A Guide for Classroom Teachers. Eastern Hemisphere Studies, Western Hemisphere Studies, New Mexico History and Geography, United States History. 106p. 2mf. L1 ED 319 664

New Mexico's Policy on Indian Education. A Report on the Development of New Mexico's Policy on Indian Education. 32p. 1mf. L1 ED 319 564

New Teachers

Right To Read: Censorship in the School Library. ERIC Digest. 4p. 1mf. L1 ED 319 067

New York

Nelson Rockefeller and the Politics of Higher Education in New York State. 29p. 1mf. L1 ED 319 271

Teachers on Trial: Values, Standards, and Equity in Judging Conduct and Competence. 121p. mf. L3 ED 319 135

View from the Inside: An Action Plan for Gender Equity in New York State Educational Administration. Report of the Select Seminar on Women in Educational Administration. 35p. 1mf. L1 ED 319 144

New York (Bronx)

Graduating and Dropping Out of High School in the South Bronx. 14p. 1mf. L1 ED 319 852

New York (New York)

Chapter 1 Reading Skills Center Program 1988-89. Evaluation Section Report. 48p. 1mf. L1 ED 319 009

D.S.E. Citywide Chapter 1, Part B Institutionalized Facilities Program 1988-89. 33p. 1mf. L1 ED 319 849

Summer Bilingual Program, 1989. OREA Report. 21p. 1mf. L1 ED 319 250

New York (Westchester County)

Child Care Council of Westchester's "Hope for the Homeless." 8p. 1mf. L1 ED 319 507

New York City Board of Education

School Community Education Program in New York City 1988-89. Volume II. OREA Evaluation Section Report. 105p. 2mf. L1 ED 319 870

School Community Education Program in New York City 1988-89. Volume III. OREA Evaluation Section Report. 109p. 2mf. L1 ED 319 871

School Community Education Program in New York City 1988-89. Volume IV. OREA Evaluation Section Report. 59p. 1mf. L1 ED 319 872

School Community Education Program in New York City 1988-89. Volume I. OREA Evaluation Section Report. 107p. 2mf. L1 ED 319 869

Staff Development Workshops for High School Science Teachers of Limited English Proficient Students 1988-89. 21p. 1mf. L1 ED 319 611

New Zealand

From Barrier Free to Safe Environments: The New Zealand Experience. Monograph #44. 110p. 2mf. L1 ED 319 224

Item Bias in Mathematics Achievement: The Progressive Achievement Tests for Mathematics. 29p. 1mf. L1 ED 319 590

Prevention, The Beginning of the Rehabilitation Process: A View from New Zealand. Monograph #46. 51p. 1mf. L1 ED 319 226

Newsletters

Definitive Newsletter. 7p. 1mf. L1 ED 319 130

Nineteenth Century

Back to the Future. 18p. 1mf. L1 ED 319 045

Non Western Civilization

Integrating Skills into the Teaching of World Civilization. 8p. 1mf. L1 ED 319 453

Noncredit Courses

Non-Credit Instructional Activities January 1, 1989 through June 30, 1989 with Trend Information from 1983. 582p. 7mf. L1 ED 319 326

Nondiscriminatory Education

Girls, Computers, and Amber Waves of Grain: Computer Equity Programming for Rural Teachers. 18p. 1mf. L1 ED 319 660

Nongovernmental Organizations

Caught in the Cross Currents: What's Happened to Children--and People Who Work for Children--in the Ten Years since the International Year of the Child. A Review of NGO/UN Action for Children 1979-1989, Commissioned by the NGO Committee on UNICEF. 71p. 1mf. L1 ED 319 478

Nonlinear Models

Linear versus Nonlinear Analysis in the Measurement of Effects in a Quasi-Experimental Design. 22p. 1mf. L1 ED 319 757

Nonmetropolitan Areas

Laboring for Less: Working but Poor in Rural America. 71p. 1mf. L2 ED 319 566

Nonnormal Distributions

Two-Stage Sampling Procedures for Comparing Means When Population Distributions Are Non-Normal. 24p. 1mf. L1 ED 319 773

Nonstandard Dialects

Foreign Workers and Foreign Workers' German. 19p. 1mf. L1 ED 319 257

Nontraditional Education

Distance Education, Efficiency and Scientific Management: Some Doubts. ESTR Occasional Paper Number 12. 24p. 1mf. L1 ED 318 911

Improving Middle Schools in Boston: A Report on Boston Compact and School District Initiatives. 86p. 1mf. L1 ED 319 842

Open Learning for Process Operators. ZIFF Papiere 78. 24p. 1mf. L1 ED 318 891

Professional Preparation for Rural Teachers: Growing Your Own. 9p. 1mf. L1 ED 319 542

Social Capital, Value Consistency, and the Achievement Outcomes of Home Education. 17p. 1mf. L2 ED 319 744

Nontraditional Occupations

Increasing Female Enrollment in Industrial Education. 6p. 1mf. L1 ED 318 879

Jobs in the Future. ERIC Digest No. 95. 3p. 1mf. L1 ED 318 913

1990 Journal of the American Association of Women in Community and Junior Colleges. 49p. 1mf. L1 ED 319 424

Nontraditional Students

Characteristics of "Established" Students: A Descriptive Study of Married 30-50 Year Old Reentry Students. Teaching Learning Issues No. 67. 20p. 1mf. L1 ED 318 882

Empowering the Nontraditional Student through Adult-Specific Programming. 11p. 1mf. L1 ED 319 455

Nonverbal Communication

Tangible Symbol Systems: Symbolic Communication for Individuals with Multisensory Impairments. 68p. 1mf. L2 ED 319 154

Nonverbal Tests

First Grade Children's Comprehension and Recall of "Noodle Doodle Box." A Final Report. 168p. 2mf. L1 ED 319 532

Study of the Performance of Hearing Impaired Children on the K-ABC. 21p. 1mf. L1 ED 319 785

What One Intelligence Test Measures: A Theoretical Account of the Processing in the Raven Progressive Matrices Test. 79p. 1mf. L1 ED 319 811

Normalization (Handicapped)

Inclusive Education: Toward the Maximum Potential. LRE Bows to the Least Restrictive Alternative. A Bibliography and Directory. 54p. 1mf. L1 ED 319 172

Norms

Disciplinary Differences in Faculty Conformity to the Norms of Science: Are Norms Compensatory Integrating Mechanisms for Professional Fragmentation? 16p. 1mf. L1 ED 319 329

North America

Teaching about North America: Some Fresh Perspectives. 7p. 1mf. L1 ED 319 674

North American History

Canada Connection in American History: A Guide for Teachers. 244p. 3mf. L2 ED 319 638

North Carolina

Evaluation of North Carolina's School Career Development Pilot Program: A Report of an Outside Evaluation. 335p. 4mf. L1 ED 319 746

Magistrates' Survey. 1988 Follow-Up: Analysis of Results. Report to the Governor's Task Force on Domestic Violence. 27p. 1mf. L1 ED 318 975

Substance Use among Pregnant Women: The Report of the Task Force for the Prevention of Substance Use among Pregnant Women. 51p. 1mf. L1 ED 318 976

North Dakota

Native American Curriculum: Primary, Intermediate, Junior High, High School. 184p. 2mf. L1 ED 319 548

Northland Pioneer College AZ

Your Library Dream Can Become a Reality Too: The Clay Springs, Arizona, Story. 8p. 1mf. L1 ED 319 413

Novels

Lesson Plans for Teaching Young Adult Literature. 108p. 2mf. L1 ED 319 063

Nuclear Family

Developing and Instituting a Parenting Course for Parents of Children Ages 3 through 14 Years. 56p. 1mf. L1 ED 319 510

Nurses Aides

Womanly World of Long Term Care: The Plight of the Long Term Care Worker. Gray Paper. 16p. 1mf. L1 ED 318 902

Nursing Education

Attitudes toward a Simulation Based Chemistry Curriculum for Nursing Students. 8p. 1mf. L1 ED 319 605

Nursing Homes

Life Satisfaction in Rural and Urban Elderly: Nursing Home and Independent. 19p. 1mf. L1 ED 318 968

Nutrition

Family and Individual Health. Performance Objectives and Criterion-Referenced Test Items. 114p. 2mf. L2 ED 318 858

Impact of Nutrition on Health and Disease in Blacks and Other Minorities. Proceedings of the Meharry Medical College Annual Nutrition Workshop (1st, Nashville, Tennessee, October 28-30, 1987). Annual Nutrition Workshop Series, Volume 1. 235p. 3mf. L1 ED 319 731

Nutrition and Hypertension in Blacks and Other Minorities. Proceedings of the Meharry Medical College Annual Nutrition Workshop (2nd, Nashville, Tennessee, October 26-28, 1988). Annual Nutrition Workshop Series, Volume II. 225p. 3mf. L1 ED 319 681

Nutrition Learning Packages. 177p. 2mf. L2 ED 319 723

Nutrition Instruction

Food and Nutrition (Advanced). Performance Objectives and Criterion-Referenced Test Items. 80p. 1mf. L2 ED 318 856

Food and Nutrition (Intermediate). Performance Objectives and Criterion-Referenced Test Items. 120p. 2mf. L2 ED 318 855

Oberlin College OH

Culture and Its Artifacts in Higher Education: Their Impact on the Enrollment and Retention of African-American Students. 49p. 1mf. L1 ED 319 332

Retention of African-American Students: The Effects of Institutional Arrangements in Higher Education. 19p. 1mf. L1 ED 319 333

Observation

Examination of a Problem Solving Partnership from a Social Interaction Perspective. 24p. 1mf. L1 ED 319 610

Observational Learning

Foundations of Communication: A Theoretical Approach to Imitation, Intermodality and Suggestion in the Child's Early Communicative Actions. Research Bulletin, Vol. XII:III. 36p. 1mf. L2 ED 319 079

Occupational Aspiration

Black Student Experience. Maryland Longitudinal Study Research Highlights. Research Report #15. 22p. 1mf. L1 ED 319 353

Occupational Information

Occupational Competencies. A Study of the Vocational-Technical Education Needs of the Agribusiness and Chemistry-Based Technology Industries. 46p. 1mf. L1 ED 318 861

Straight Talk on Careers: 80 Pros Take You into Their Professions. 255p. 3mf. L2 ED 318 901

Occupational Mobility

Early Employment Experiences of Rural Youth: Early Results from Iowa's Class of 1983. One in a Series of Reports in NCREL's Rural Education Program. 23p. 1mf. L1 ED 319 558

Occupational Report

Manual for the Occupational Report. 39p. 1mf. L1 ED 319 198

Occupational Safety and Health

Safety Management Systems. 30p. 1mf. L1 ED 318 896

Occupational Tests

Manual for the Employability Maturity Interview. 38p. 1mf. L1 ED 319 196

Manual for the Occupational Report. 39p. 1mf. L1 ED 319 198

Manual for the Vocational Personality Report. 43p. 1mf. L1 ED 319 195

Manual for the Work Performance Assessment. 75p. 1mf. L1 ED 319 197

Manual for the Work Personality Profile. 43p. 1mf. L1 ED 319 194

Office Occupations Education

Directory of Colleges and Universities Granting Credits for Attainment of Rating as Certified Professional Secretary. 13p. 1mf. L1 ED 318 909

Office of Spec Educ Rehabilitative Services

Hearing on GAO Report on OSERS' Management. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives. One Hundred First Congress, First Session. 124p. 2mf. L1 ED 319 106

Ohio

Chapter 1 in Ohio: Elementary and Secondary Education Act. 24th Annual Evaluation Report, Fiscal 1989. 33p. 1mf. L1 ED 319 488

Ohio (Cleveland)

Cleveland Association for the Education of Young Children Salary Survey Report: 1988, 1976, 1979, and 1984. 93p. 1mf. L1 ED 319 474

Oklahoma

Guidelines for Special Education Paraprofessionals in Oklahoma. 179p. 2mf. L2 ED 319 221

Oklahoma State Plan, FY 88-90: Part B of the Education of the Handicapped Act as amended by Public Law 94-142. 516p. 6mf. L1 ED 319 219

Policies and Procedures Manual for Special Education in Oklahoma. 117p. 2mf. L1 ED 319 220

Older Adults

Adult Children. 9p. 1mf. L1 ED 318 944

Aging and Old Age in Ghana. 26p. 1mf. L1 ED 318 932

Aging Parents. 12p. 1mf. L1 ED 318 943

Assessment of Course Needs for Older Adults at McCook Community College. 39p. 1mf. L1 ED 319 428

Chinese Perspectives on Aging in the People's Republic of China. 50p. 1mf. L1 ED 318 848

Crime and the Elderly. A Report of the Crime Task Force. 123p. 2mf. L1 ED 318 847

Dementia and Alzheimer's Disease in the Elderly. 20p. 1mf. L1 ED 318 945

Elder Fit. A Health and Fitness Guide for Older Adults. 73p. 1mf. L2 ED 319 702

Family Caregivers. 18p. 1mf. L1 ED 318 946

Family Support Networks. 8p. 1mf. L1 ED 318 947

Grandparenting. 10p. 1mf. L1 ED 318 948

Humor in Later Life. 8p. 1mf. L1 ED 318 949

Improving Efficiency in the Delivery of Services to the Aged in Great Britain. 27p. 1mf. L1 ED 318 843

Intergenerational Relationships. 13p. 1mf. L1 ED 318 950

Life Satisfaction in Rural and Urban Elderly: Nursing Home and Independent. 19p. 1mf. L1 ED 318 968

Living Arrangements in Later Life. 16p. 1mf. L1 ED 318 951

Old Age Policy in France. 29p. 1mf. L1 ED 318 844

Pets and the Elderly. 13p. 1mf. L1 ED 318 952

Profile of Elder Abuse and Neglect in Tennessee. 21p. 1mf. L1 ED 319 725

Report on the United Nations World Assembly on Aging. Based on a Follow-Up Conference (Tampa, Florida, December 7, 1983). 45p. 1mf. L1 ED 318 841

Snowbirds in the Sun Belt: Older Canadians in Florida. 128p. 2mf. L1 ED 318 842

Support Services for the Aged in Switzerland. 26p. 1mf. L1 ED 318 845

Older Workers

Growing Old in Sweden. 53p. 1mf. L1 ED 318 846

One Parent Family

Family and Friend Relationships of Only Children: A Study of Adult Population in China. 41p. 1mf. L1 ED 319 487

Online Catalogs

Handbook for Local Coordinators: Value-Added, Compact Disk, Union Catalog Test Phase. 38p. 1mf. L1 ED 319 407

Microcomputer-Based User Interface for Library Online Catalogue. 15p. 1mf. L1 ED 319 384

Online Searching

Microcomputer-Based User Interface for Library Online Catalogue. 15p. 1mf. L1 ED 319 384

On the Nature and Function of Explanation in Intelligent Information Retrieval. 14p. 1mf. L1 ED 319 412

Online Systems

Librarianship and Documentation Studies: A Handbook of Teaching and Learning Materials. Volume 3. 88p. 1mf. L1 ED 319 410

Only Children

Family and Friend Relationships of Only Children: A Study of Adult Population in China. 41p. 1mf. L1 ED 319 487

Ontario

Evaluation of Science and Geography Documents and Texts in Ontario Schools from an Environmental Perspective. 208p. 3mf. L1 ED 319 615

Ontario Universities Benefits Survey, 1989-90. Part I: Benefits Excluding Pensions. 218p. 3mf. L2 ED 319 317

Ontario Universities Benefits Survey, 1989-90. Part II: Pensions. 49p. 1mf. L2 ED 319 318

Teacher Education in Ontario: Current Practice and Options for the Future. 126p. 2mf. L1 ED 319 697

Open Education

Open Learning for Process Operators. ZIFF Papiere 78. 24p. 1mf. L1 ED 318 891

Study of "Developmentally Appropriate" Kindergarten Programs in Practice. 45p. 1mf. L1 ED 319 527

Open University (Great Britain)

Computer-Supported Collaborative Learning in a Multi-Media Distance Education Environment. 17p. 1mf. L1 ED 319 381

Optical Disks

Handbook for Local Coordinators: Value-Added, Compact Disk, Union Catalog Test Phase. 38p. 1mf. L1 ED 319 407

Palenque Optical Disc Prototype: Design of Multimedia Experiences for Education and Entertainment in a Nontraditional Learning Context. Technical Report No. 44. 19p. 1mf. L2 ED 319 377

Palenque Project: A Process of Design and Development as Research in the Evolution of an Optical Disc Prototype for Children. Technical Report No. 47. 15p. 1mf. L1 ED 319 391

Oral History

Interviewer as Critic: Distortion of the Voice in the Collection of Oral Narratives. 18p. 1mf. L2 ED 319 078

Oral Language

Are Principles of Writing across the Curriculum Applicable to ESL Students in Content Courses? Research Findings. 20p. 1mf. L1 ED 319 264

Told Tale: Oral Storytelling and the Young Child. 21p. 1mf. L1 ED 319 517

Oral Proficiency Testing
Proficiency and the Schools.
20p. 1mf. L1 ED 319 743

Oregon
Teaching Gifted Kindergarten and Primary Children in the Regular Classroom. Meeting the Mandate. OSSC Bulletin Special Issue.
128p. 2mf. L1 ED 319 125

Organizational Change
Schools for the Twenty-First Century: Leadership Imperatives for Educational Reform.
164p. mf. L3 ED 319 128
Study to Identify Areas of Relative Strength and Weakness in Support for the Saint Leo College Library Acquisitions Project.
51p. 1mf. L1 ED 319 322

Organizational Climate
Humor in the Workplace: A Communication Tool. An Annotated Bibliography.
5p. 1mf. L2 ED 319 085
In Search of Community.
16p. 1mf. L1 ED 319 276
Organizational Structure and Design in Higher Education: A Literature Review of Organizational Structures in Higher Education with a Focus on the Co-Existence of Academic and Non-Academic Structures.
20p. 1mf. L1 ED 319 354

Organizational Communication
Application of Grunig's Symmetry-Asymmetry Public Relations Models to Internal Communication Systems.
30p. 1mf. L1 ED 319 076
Definitive Newsletter.
7p. 1mf. L1 ED 319 130
Practicing What We Preach: Using Organizational Theory To Teach Organizational Communication.
21p. 1mf. L1 ED 319 092

Organizational Objectives
Academic Development Plan for the Island of Molokai in Hawaii, 1990-1996.
36p. 1mf. L1 ED 319 429
Assessment Proposal: Genesee Community College, 1990.
19p. 1mf. L1 ED 319 438
FACET Report. Toward 2001: An Odyssey of Excellence.
30p. 1mf. L1 ED 319 418
In Search of Community.
16p. 1mf. L1 ED 319 276
Kentucky Chapter 1 Program Improvement Guide.
42p. 1mf. L1 ED 319 856
Vermont Lighthouse School District Project: Comprehensive Planning for At-Risk Youth.
25p. 1mf. L1 ED 319 854
1990-1993 Long Range Plan: Pennsylvania College of Technology.
66p. 1mf. L1 ED 319 470

Organizational Theories
Application of Grunig's Symmetry-Asymmetry Public Relations Models to Internal Communication Systems.
30p. 1mf. L1 ED 319 076

Organizations (Groups)
Directory of Organizations and Programs in Rural Education.
73p. 1mf. L1 ED 319 584

Orientation Materials
Graduate Student Handbook.
63p. 1mf. L1 ED 319 274

Orthogonal Comparison
Competing Strategies for Planned Orthogonal Contrasts.
17p. 1mf. L1 ED 319 801

Otitis Media
Attention to Language in Day Care Attending Children: A Mediating Factor in the Developmental Effects of Otitis Media.
15p. 1mf. L1 ED 319 511

Out of School Youth
AIDS Education: Programs for Out-of-School Youth Slowly Evolving.
23p. 1mf. L1 ED 318 962

Outcomes of Education
AB 1725 Model Accountability System. California Community Colleges. Revised.
32p. 1mf. L1 ED 319 461
America's Hidden Treasure. The Urgent Need To Recognize and Promote the Nation's Vocational-Technical Education System. A Report to the American People.
53p. 1mf. L1 ED 318 898
Assessment of Student Progress in Special Education: Mixed-Exceptionality versus Single-Exceptionality Programs. Research Report.
77p. 1mf. L1 ED 319 223
Head Start Success Stories.
55p. 1mf. L1 ED 319 481
Head Start: The Nation's Pride, A Nation's Challenge. Recommendations for Head Start in the 1990's. The Report of the Silver Ribbon Panel.
75p. 1mf. L2 ED 319 500
Linking Outcomes Assessment and the Freshman Experience.
16p. 1mf. L1 ED 319 291
Magnet Schools. Recent Developments and Perspectives.
228p. mf. L3 ED 319 840
New Hampshire Technical Colleges & Institute Graduate Placement Report, 1989.
21p. 1mf. L1 ED 318 862
Performance of America's Primary and Secondary Schools.
25p. 1mf. L1 ED 319 866
Project Redesign: A Cooperative School Improvement Program Involving Four Rural School Districts and Texas Tech University.
13p. 1mf. L1 ED 319 543
Review of Research on School Desegregation's Impact on Elementary and Secondary School Students.
54p. 1mf. L1 ED 319 825
Review of Research on School Desegregation's Impact on Black Americans.
78p. 1mf. L1 ED 319 826
Social Capital, Value Consistency, and the Achievement Outcomes of Home Education.
17p. 1mf. L2 ED 319 744
Twenty-five Voices Celebrating Twenty-five Years.
17p. 1mf. L1 ED 319 501
Understanding Competence. A Development Paper.
40p. 1mf. L1 ED 318 889
Understanding Learning Outcomes. A Development Paper.
23p. 1mf. L1 ED 318 888
Vocational Education Performance Standards. ERIC Digest No. 96.
3p. 1mf. L1 ED 318 914

Outdoor Recreation
Increasing the Learning Experiences of Preschool Students through the Development of a Physical Play Environment.
140p. 2mf. L1 ED 319 476

Outreach Programs
Alternative Model of Childcare: The Experience of the National Trades Union Congress of Singapore.
22p. 1mf. L1 ED 319 494
Believing Once Again: Solutions Addressing the Plight of Challenged Youth. Executive Summary.
23p. 1mf. L1 ED 319 817

Paired Student Interaction
Effects of Paired Student Interaction in the Computer Tutoring of Statistics.
14p. 1mf. L1 ED 319 146

Paper and Pencil Tests
Investigating Differences in Mean Score on Adaptive and Paper and Pencil Versions of the College Level Academic Skills Reading Test.
12p. 1mf. L1 ED 319 791

Paraphrase
Life after Graduate School: Skill Development for International Scholarship.
20p. 1mf. L1 ED 319 241

Paraprofessional School Personnel
Feasibility Study Concerning the Use of Volunteers at Germanna Community College.
13p. 1mf. L1 ED 319 435
Guidelines for Special Education Paraprofessionals in Oklahoma.
179p. 2mf. L2 ED 319 221

Parent Background
Educational Attainment of Children of Immigrants.
25p. 1mf. L2 ED 319 829
Ethnicity, Immigrant Generation Status, and School Attainment of Asians, Hispanics and Non-Hispanic Whites.
52p. 1mf. L2 ED 319 828

Parent Child Relationship
Adult Children.
9p. 1mf. L1 ED 318 944
Aging Parents.
12p. 1mf. L1 ED 318 943
Family Caregivers.
18p. 1mf. L1 ED 318 946
How To Talk to Your Teens and Children about AIDS = Como hablar con sus adolescentes y sus ninos sobre el SIDA.
25p. 1mf. L1 ED 319 516
Intergenerational Relationships.
13p. 1mf. L1 ED 318 950
Role of Parental Attitudes and the Quality of the Home Learning Environment in the Mental Development of Prematurely Born Children.
18p. 1mf. L1 ED 319 217
Teaching Your Child through Effective Communication.
6p. 1mf. L1 ED 319 080

Parent Education
Effects of Parent Training on the Behavior Problems in the Home of Preschool Handicapped Children.
55p. 1mf. L1 ED 319 216
Parent Articles for Early Intervention.
235p. 3mf. L2 ED 319 153
Parent Involvement Human Resource Guide.
67p. 1mf. L1 ED 319 570

Parent Financial Contribution
Preparing for the Next Reauthorization: Need Analysis Issues. A Discussion Paper from the College Scholarship Service (CSS) Council Committee on Standards of Ability to Pay, Prepared for the 1990 Regional Meetings of the College Board. CSS Reports, Number 3.
35p. 1mf. L1 ED 319 278

Parent Influence
Making the Grade in Mathematics: Elementary School Mathematics in the United States, Taiwan, and Japan.
38p. mf. L3 ED 319 592
Maternal and Paternal Disciplinary Styles: Relations with Preschoolers' Behavioral Orientations and Sociometric Status.
39p. 1mf. L1 ED 319 486
Predicting Children's Problem Behaviors from the Content of Maternal Demands.
13p. 1mf. L1 ED 319 518

Parent Materials
Parent Articles for Early Intervention.
235p. 3mf. L2 ED 319 153

Parent Participation
Alternative Model of Childcare: The Experience of the National Trades Union Congress of Singapore.
22p. 1mf. L1 ED 319 494
Asian-American Communications In-School Staff and Parent Workshops 1988-89. OREA Evaluation Section Report.
20p. 1mf. L1 ED 319 850
Controlled Choice in Boston: The First Year.
82p. 1mf. L1 ED 319 858
Early Child Care and Education, Italian Style: The Reggio Emilia Daycare and Preschool Program.
19p. 1mf. L1 ED 319 483
Head Start Success Stories.
55p. 1mf. L1 ED 319 481
Implementation of Parent Involvement in Math Program in Creve Coeur Schools, Creve Coeur, Illinois.
15p. 1mf. L1 ED 319 586
Links between Infant Day Care and Family Environment: Care Arrangements and the Role of the Father.
11p. 1mf. L1 ED 319 512
Parent Involvement Human Resource Guide.
67p. 1mf. L1 ED 319 570
School Community Education Program in New York City 1988-89. Volume I. OREA Evaluation Section Report.
107p. 2mf. L1 ED 319 869
Shared Visions, Double Vision, and Changing Perspectives: A College/School Parent Participation Program.
33p. 1mf. L1 ED 319 833
Social Class and Ability Group Placement in Mathematics in the Transition to Seventh Grade: The Role of Parental Involvement.
29p. 1mf. L1 ED 319 591
Teaching Gifted Kindergarten and Primary Children in the Regular Classroom. Meeting the Mandate. OSSC Bulletin Special Issue.
128p. 2mf. L1 ED 319 125
Twenty-five Voices Celebrating Twenty-five Years.
17p. 1mf. L1 ED 319 501

Parent Role
Daily Lives of Women with Young Children: Redefining a "Woman's Place"?
20p. 1mf. L1 ED 319 648
Through the Eyes of Children: A Comparative Study of Children's Perceptions of Parental Roles According to Three Types of Family Structures.
19p. 1mf. L1 ED 319 505

Parent School Relationship
Effects of Parent Training on the Behavior Problems in the Home of Preschool Handicapped Children.
55p. 1mf. L1 ED 319 216
Model for Integrating Children with Challenging Behaviors.
8p. 1mf. L1 ED 319 162

Parent Student Relationship
Making the Grade in Mathematics: Elementary School Mathematics in the United States, Taiwan, and Japan.
38p. mf. L3 ED 319 592

Parent Teacher Cooperation
Model for Integrating Children with Challenging Behaviors.
8p. 1mf. L1 ED 319 162

Parenthood Education
Child Development, Care and Guidance. Performance Objectives and Criterion-Referenced Test Items.
80p. 1mf. L2 ED 318 857
Family and Individual Health. Performance Objectives and Criterion-Referenced Test Items.
114p. 2mf. L2 ED 318 858

Parenting Skills
Developing and Instituting a Parenting Course for Parents of Children Ages 3 through 14 Years.
56p. 1mf. L1 ED 319 510

Parents
Aging Parents.
12p. 1mf. L1 ED 318 943
Relationships between Parenting Stress, Marital Stress, and Social Support for Mothers and Fathers.
11p. 1mf. L1 ED 319 515

Parents as Teachers
Teaching Your Child through Effective Communication.
6p. 1mf. L1 ED 319 080

Part Time Faculty
Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #1.
107p. 2mf. L1 ED 319 299
Training Part-Time ESL Instructors.
23p. 1mf. L1 ED 319 240

Part Time Students
Retention and Attrition of Declared Part-Time Associate Freshmen. Discussion and Decision Items.
37p. 1mf. L1 ED 319 431

Participant Characteristics
Characteristics of the National School Lunch and School Breakfast Program Participation.
54p. 1mf. L2 ED 319 847

Participant Satisfaction
Center for the Arts and Sciences Follow-Up Study of 1989 Graduates.
36p. 1mf. L1 ED 318 923

Participative Decision Making
Employee Participation Programs: Considerations for the School Site. Studies in Collective Bargaining.
39p. 1mf. L1 ED 319 109
Essential Role of In-service Programs in Education: Empowerment and Participation.
9p. 1mf. L1 ED 319 699
Evolution of Shared Decision Making in School-Based Management.
7p. 1mf. L1 ED 319 131
Increasing Teacher Autonomy through Shared Governance: Effects on Policy Making and Student Outcomes.
30p. 1mf. L2 ED 319 096

Partnerships in Education
Development of a Computer-Based Instructional Management System through School-University Collaboration.
10p. 1mf. L1 ED 319 102
School-Community-Business Partnerships. Building Foundations for Dropout Prevention.
57p. 1mf. L1 ED 318 894

Pattern Recognition
Instrument To Measure Spatial-Symbolic Information Processing Ability.
17p. 1mf. L1 ED 319 609

Paying for College
Preparing for the Next Reauthorization: Need Analysis Issues. A Discussion Paper from the College Scholarship Service (CSS) Council Committee on Standards of Ability to Pay, Prepared for the 1990 Regional Meetings of the College Board. CSS Reports, Number 3.
35p. 1mf. L1 ED 319 278

Peace Corps
Peace Corps Programming and Training System Manual. Training Manual T0054.
333p. 4mf. L1 ED 318 881

Peer Acceptance
Maternal and Paternal Disciplinary Styles: Relations with Preschoolers' Behavioral Orientations and Sociometric Status.
39p. 1mf. L1 ED 319 486

Peer Evaluation
Do We See Ourselves as Others Infer: A Comparison of Self-Other Agreement on Multiple Dimensions of Self-Concept from Two Continents.
35p. 1mf. L1 ED 319 787
Teacher Attitudes toward Peer Evaluation: What Shapes Them?
22p. 1mf. L1 ED 319 758

Peer Influence
Examination of a Problem Solving Partnership from a Social Interaction Perspective.
24p. 1mf. L1 ED 319 610

Peer Relationship
Examination of a Problem Solving Partnership from a Social Interaction Perspective.
24p. 1mf. L1 ED 319 610
Examination of Public School Superintendent Interpersonal Networks in Washington and Idaho.
25p. 1mf. L1 ED 319 129
Family and Friend Relationships of Only Children: A Study of Adult Population in China.
41p. 1mf. L1 ED 319 487

Peer Teaching
Effects of Paired Student Interaction in the Computer Tutoring of Statistics.
14p. 1mf. L1 ED 319 146
Elementary Teacher Needs Assessment Using Transactional Evaluation.
13p. 1mf. L1 ED 319 636

Pennsylvania
Pennsylvania Council on Vocational Education 20th Annual Report.
48p. 1mf. L1 ED 318 883
Pennsylvania Department of Education Honors Outstanding Adult Students in Success Stories, 1990: Rise to the Challenge.
28p. 1mf. L1 ED 318 864

Pennsylvania (Pittsburgh)
Collaborative Intervention Approaches for At-Risk Youth: The Pittsburgh Experience.
28p. 1mf. L1 ED 319 816

Pennsylvania State University
Graduate Student Handbook.
63p. 1mf. L1 ED 319 274
Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #1.
107p. 2mf. L1 ED 319 299
Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #2.
90p. 1mf. L1 ED 319 300
Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #3.
46p. 1mf. L1 ED 319 301
Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #4.
119p. 2mf. L1 ED 319 302
Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #5.
161p. 2mf. L1 ED 319 303
Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Final Report.
58p. 1mf. L1 ED 319 304

Pension Portability
Pension Portability for Educators: A Plan for the Future.
50p. 1mf. L2 ED 319 113

Perceptual Motor Learning
Basic Stuff--Ideas for Implementation.
12p. 1mf. L1 ED 319 712
Practical Research in Motor Development/Learning.
13p. 1mf. L1 ED 319 706

Performance
Attributions or Retributions: Student Ratings and the Perceived Causes of Performance.
69p. 1mf. L1 ED 319 764
Conceptual Changes and Their Implications for Performance Assessment. Recent Developments in Methodology for Administrator Assessment Centers.
13p. 1mf. L1 ED 319 760
Distance Education, Efficiency and Scientific Management: Some Doubts. ESTR Occasional Paper Number 12.
24p. 1mf. L1 ED 318 911
Reliability of Using a Focused-Holistic Scoring Approach To Measure Student Performance on a Geometry Proof.
82p. 1mf. L1 ED 319 748

Performance Analysis
Conceptual Changes and Their Implications for Performance Assessment. Recent Developments in Methodology for Administrator Assessment Centers.
13p. 1mf. L1 ED 319 760

Performance Factors
Critical Dimensions of Principals' Performance.
14p. 1mf. L1 ED 319 813
Role of Studying, Academic Variables, and Initial Course Success in Outcomes of College Courses.
9p. 1mf. L1 ED 319 296

Periodicals
Listen to the Cheerios: The ABC's of a Culture Course.
9p. 1mf. L1 ED 319 237
Statistical Methods Used in "American Educational Research Journal," "Journal of Educational Psychology," and "Sociology of Education" from 1972 through 1987.
34p. 1mf. L1 ED 319 797

Person Fit Measures
Improving Prediction by Correcting Test Scores for Person Disturbances Using the Rasch Model.
5p. 1mf. L1 ED 319 768

Personal Experiences
Twenty-five Voices Celebrating Twenty-five Years.
17p. 1mf. L1 ED 319 501

Personal Narratives
Interviewer as Critic: Distortion of the Voice in the Collection of Oral Narratives.
18p. 1mf. L2 ED 319 078
Wading In: John Dewey, Paulo Freire, the Chicago Transit Authority.
12p. 1mf. L1 ED 319 052

Personality
Temperament Types of Social Studies Teachers.
12p. 1mf. L1 ED 319 659

Personality Assessment
Manual for the Vocational Personality Report.
43p. 1mf. L1 ED 319 195

Personality Development
Winning: A Post-Graduate Course in Succeeding in the Real World.
40p. 1mf. L1 ED 319 089

Personality Traits
Meaning of Money Revisited: Workers' View.
14p. 1mf. L1 ED 318 984
Work Values of Preservice and Inservice Teachers and Educators.
10p. 1mf. L1 ED 319 721

Personnel Management
Feasibility Study Concerning the Use of Volunteers at Germanna Community College.
13p. 1mf. L1 ED 319 435
Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #3.
46p. 1mf. L1 ED 319 301

Personnel Policy
Pension Portability for Educators: A Plan for the Future.
50p. 1mf. L2 ED 319 113
SHEEO Staffs and Organizations: A Portrait.
124p. 2mf. L1 ED 319 352

Peru
Willingness To Pay for Education in Developing Countries: Evidence from Rural Peru. Living Standards Measurement Study Working Paper No. 54.
59p. 1mf. L2 ED 319 668

Pets
Pets and the Elderly.
13p. 1mf. L1 ED 318 952
Types of Stresses Experienced by Professionals.
12p. 1mf. L2 ED 318 985

Pharmacists
Pharmacist-Patient Communication: A Structure of Intrapersonal Processes.
17p. 1mf. L1 ED 319 077

Phi Delta Kappa
Study of Students at Risk.
20p. 1mf. L1 ED 319 019

Phonics
Phonics Skills: Practice Book A, Initial Consonants. Practice in Basic Phonics Skills for Students of All Ages.
98p. 2mf. L2 ED 319 027
Phonics Skills: Practice Book B, Medial and Final Consonants. Practice in Basic Phonics Skills for Students of All Ages.
98p. 2mf. L2 ED 319 028
Phonics Skills: Practice Book C, Short and Long Vowels. Practice in Basic Phonics Skills for Students of All Ages.
98p. 2mf. L2 ED 319 029
Phonics Skills: Practice Book D, Vowel Combinations. Practice in Basic Phonics Skills for Students of All Ages.
98p. 2mf. L2 ED 319 030
Phonics Skills: Practice Book E, Blends and Digraphs. Practice in Basic Phonics Skills for Students of All Ages.
98p. 2mf. L2 ED 319 031

Photosynthesis
Detailed Analysis of Misconceptions as a Basis for Developing Remedial Instruction: The Case of Photosynthesis.
18p. 1mf. L1 ED 319 635

Physical Attractiveness
Attractiveness and Leader Style: Evaluations of Male and Female Leaders by Male and Female Evaluators.
14p. 1mf. L1 ED 318 967
Examination of the Relationship between Self-Perceived Physical Attractiveness and Social Competence.
26p. 1mf. L1 ED 318 935

Physical Disabilities
Cassette Books.
422p. 5mf. L1 ED 319 210
From Barrier Free to Safe Environments: The New Zealand Experience. Monograph #44.
110p. 2mf. L1 ED 319 224
Implementation of an Initial Training Program for New Employees in a Profoundly Mentally and Physically Handicapped Children and Adult Residential Facility.
47p. 1mf. L2 ED 319 213
Parent Articles for Early Intervention.
235p. 3mf. L2 ED 319 153

Physical Education
Abstracts of Research Papers 1990. Presented at the Annual Convention Consortium Meetings of the American Alliance for Health, Physical Education, Recreation and Dance (New Orleans, Louisiana, March 28-31, 1990).
355p. 4mf. L2 ED 319 701
Basic Stuff--Ideas for Implementation.
12p. 1mf. L1 ED 319 712
Gymnastics in Schools.
15p. 1mf. L1 ED 319 689
Living Anatomy. Second Edition.
231p. mf. L3 ED 319 741
Medicine and Physical Education: A Successful Education Experiment.
8p. 1mf. L1 ED 319 695
Rethinking Daily Physical Education.
10p. 1mf. L1 ED 319 687

Physical Education Teachers
Instructional Design for Teaching Physical Activities: A Knowledge Structures Approach.
298p. mf. L3 ED 319 729

Physical Fitness
Comparison of Selected Physical Parameters between American and Chinese Male College Students.
7p. 1mf. L1 ED 319 349
Elder Fit. A Health and Fitness Guide for Older Adults.
73p. 1mf. L2 ED 319 702
Exercise Do's and Don'ts: Guidelines for Fitness Activities.
7p. 1mf. L1 ED 319 720
Family and Individual Health. Performance Objectives and Criterion-Referenced Test Items.
114p. 2mf. L2 ED 318 858
Rethinking Daily Physical Education.
10p. 1mf. L1 ED 319 687
Wellness: The Body, Mind, and Spirit.
291p. mf. L3 ED 319 726

Physical Geography
Placing Geography in the Curriculum: Ideas from the Western PLACE Conference (Boulder, Colorado, August 9-11, 1987).
256p. 3mf. L2 ED 319 637
Seeking a Core of World Regional Geography Place Names: An Analysis of Published Materials.
18p. 1mf. L1 ED 319 675

Physicians
Physician Involvement in Planning for P.L. 99-457 Part H: Interagency Coordinating Council Roles and System Planning Issues.
47p. 1mf. L1 ED 319 170

Physics
Attitude and Secondary School Science Students' Intention To Enroll in Physics: An Application of the Theory of Planned Behavior.
32p. 1mf. L1 ED 319 631
Effect of Simultaneous Motion Presentation and Graph Generation in a Kinematics Lab.
13p. 1mf. L1 ED 319 597

Pilot Projects
Evaluation of North Carolina's School Career Development Pilot Program: A Report of an Outside Evaluation.
335p. 4mf. L1 ED 319 746
Teaching "Federalist #10": A Lesson Plan for High School Teachers.
18p. 1mf. L1 ED 319 640

Place Names
Seeking a Core of World Regional Geography Place Names: An Analysis of Published Materials.
18p. 1mf. L1 ED 319 675

Place of Birth
Educational Attainment of Children of Immigrants.
25p. 1mf. L2 ED 319 829

Place Of Birth
Ethnicity, Immigrant Generation Status, and School Attainment of Asians, Hispanics and Non-Hispanic Whites.
52p. 1mf. L2 ED 319 828

Place of Residence
Living Arrangements in Later Life.
16p. 1mf. L1 ED 318 951

Planned Comparisons
Competing Strategies for Planned Orthogonal Contrasts.
17p. 1mf. L1 ED 319 801

Planning
Influence of Preservice Secondary Science Teachers' Beliefs on Their Planning.
35p. 1mf. L1 ED 319 618
Novice/Expert Teachers' Time Epistemology.
30p. 1mf. L1 ED 319 717
Report on the United Nations World Assembly on Aging. Based on a Follow-Up Conference (Tampa, Florida, December 7, 1983).
45p. 1mf. L1 ED 318 841
Successful Program Review. A Practical Guide in Evaluating Programs in Academic Settings.
139p. mf. L3 ED 319 335

Play
Increasing the Learning Experiences of Preschool Students through the Development of a Physical Play Environment.
140p. 2mf. L1 ED 319 476
Social Play in Toddlers: Teacher Intrusions.
15p. 1mf. L1 ED 319 529

Playground Activities
Increasing the Learning Experiences of Preschool Students through the Development of a Physical Play Environment.
140p. 2mf. L1 ED 319 476

Playground Equipment
Increasing the Learning Experiences of Preschool Students through the Development of a Physical Play Environment.
140p. 2mf. L1 ED 319 476

Playgrounds
Increasing the Learning Experiences of Preschool Students through the Development of a Physical Play Environment.
140p. 2mf. L1 ED 319 476

Policy Formation
Dialogue with Educational Leaders: Implications for Policy. Report 2.
39p. 1mf. L1 ED 318 872
Essential Role of In-service Programs in Education: Empowerment and Participation.
9p. 1mf. L1 ED 319 699
Generation of Policy Options: The Family.
37p. 1mf. L1 ED 319 168
Improving College Management. An Integrated Systems Approach.
594p. mf. L3 ED 319 282
New Information Technology and the Education of Hispanics. The Promise and the Dilemma. Policy Pamphlet Series No. 1.
40p. 1mf. L2 ED 319 399
New Mexico's Policy on Indian Education. A Report on the Development of New Mexico's Policy on Indian Education.
32p. 1mf. L1 ED 319 564
Old Age Policy in France.
29p. 1mf. L1 ED 318 844
Physician Involvement in Planning for P.L. 99-457 Part H: Interagency Coordinating Council Roles and System Planning Issues.
47p. 1mf. L1 ED 319 170
Reflections on Collaboration in the Office of Educational Research and Improvement. Background Paper.
19p. 1mf. L1 ED 319 401
States' Progress Related to Fourteen Components of PL 99-457, Part H.
50p. 1mf. L1 ED 319 169
Teacher Education in Ontario: Current Practice and Options for the Future.
126p. 2mf. L1 ED 319 697
Teenage Parenthood, Poverty and Dependency: Do We Know How To Help? Background Briefing Report and Meeting Highlights.
39p. 1mf. L1 ED 318 887

Policy Implications
Common Destiny: Blacks and American Society.
622p. mf. L3 ED 319 821
Common Destiny: Blacks and American Society. Summary and Conclusions.
48p. 1mf. L1 ED 319 822

Political Influences
Citizen Participation and Effective Political Parties: Mutual Exclusivity or Necessary Interdependence?
33p. 1mf. L1 ED 319 658

(Continued)

Political Influences (Continued)
Concept of Good Teaching in Universities around the World. 28p. 1mf. L1 ED 319 346
Political Issues
Financing Child Care through Local Taxes: One City's Bold Attempt. 45p. 1mf. L1 ED 319 531
Political Parties
Citizen Participation and Effective Political Parties: Mutual Exclusivity or Necessary Interdependence? 33p. 1mf. L1 ED 319 658
Politics
Nelson Rockefeller and the Politics of Higher Education in New York State. 29p. 1mf. L1 ED 319 271
Politics of Education
Dilemmas of a Successful People's Education Movement in India. 58p. 1mf. L1 ED 319 095
Education Politics for the New Century: The Twentieth Anniversary Yearbook of the Politics of Education Association. Falmer Press Education Policy Perspectives Series. 178p. 2mf. L1 ED 319 140
Profit-Seeking Schools. 16p. 1mf. L1 ED 319 867
Success for Every Child: The Teachers We Need for the 1990s and Beyond. 34p. 1mf. L1 ED 319 708
Popular Culture
From Opposition to Resistance: Popular Culture and the Composition Classroom. 12p. 1mf. L2 ED 319 041
Reading Meta-Television: A New Model for Reader-Response Criticism. 25p. 1mf. L1 ED 319 084
Population Trends
Aging and Old Age in Ghana. 26p. 1mf. L1 ED 318 932
Population Variances
Multiple Comparison Procedures when Population Variances Differ. 22p. 1mf. L1 ED 319 754
Portfolios (Background Materials)
Literacy Portfolios. 11p. 1mf. L1 ED 319 020
Teacher's Portfolio--What Is Necessary and Sufficient? (A High School Biology Unit Plan as an Example.) 31p. 1mf. L1 ED 319 814
Portland School District OR
Implementation Guide for Career Awareness In-School Exploring Program. 51p. 1mf. L1 ED 318 860
Portugal
Dissemination of the Project's Findings: 8th National Seminar (Lisbon, Portugal, September 28-29, 1988). The CDCC's Project No. 8: "Innovation in Primary Education." 18p. 1mf. L2 ED 319 502
Position Papers
Regular Education Initiative (REI): Where Do Students with Learning Disabilities Fit? 8p. 1mf. L1 ED 319 211
Positive Reinforcement
How the Principal Can Provide Instructional Leadership for the Reluctant Learner. 16p. 1mf. L1 ED 319 709
Postsecondary Education
Postsecondary Education Seminars Conference (12th, Airlie, Virginia, June 1-3, 1976). Final Report. 142p. 2mf. L1 ED 319 289
Postsecondary Education as a Field of Study
Graduate Student Handbook. 63p. 1mf. L1 ED 319 274
Potential Dropouts
Assessment of Risk Factors in a Student Population. 10p. 1mf. L1 ED 319 832
Operation Rescue, Corsicana: An Early Intervention Program. 19p. 1mf. L1 ED 319 133
Poverty
Education and Its Relation to Economic Growth, Poverty, and Income Distribution: Past Evidence and Further Analysis. World Bank Discussion Paper 46. 127p. 2mf. L2 ED 319 669
Family Support: Education and Involvement. A Guide for State Action. 71p. 1mf. L2 ED 319 112
Hispanic Poverty: How Much Does Immigration Explain? Proceedings from the Roundtable (Washington, D.C., November 27, 1989). 40p. 1mf. L1 ED 319 853
Laboring for Less: Working but Poor in Rural America. 71p. 1mf. L2 ED 319 566
Pennsylvania Department of Education Honors Outstanding Adult Students in Success Stories, 1990: Rise to the Challenge. 28p. 1mf. L1 ED 318 864
Teenage Parenthood, Poverty and Dependency: Do We Know How To Help? Background Briefing Report and Meeting Highlights. 39p. 1mf. L1 ED 318 887
Poverty Areas
Serving Economically Depressed Areas. Report 12. 23p. 1mf. L1 ED 318 876
Poverty Programs
Characteristics of the National School Lunch and School Breakfast Program Participation. 54p. 1mf. L2 ED 319 847
Power Structure
Organizational Structure and Design in Higher Education: A Literature Review of Organizational Structures in Higher Education with a Focus on the Co-Existence of Academic and Non-Academic Structures 20p. 1mf. L1 ED 319 354
Practicums
"Making Sense of Constructivism in Preservice: A Case Study." 25p. 1mf. L1 ED 319 600
Pragmatics
"Only" and Focus. 15p. 1mf. L1 ED 319 246
Preadolescents
Comparison of Mothers' and Children's Reports of Life Stress in the Children's Lives. 14p. 1mf. L1 ED 319 495
Relaxation Theory for Rural Youth. Research Bulletin No. 46. 48p. 1mf. L1 ED 319 575
Prediction
Projected Future Costs of AB123. 27p. 1mf. L1 ED 319 422
Predictive Measurement
Discriminant Analysis of Variables Related to the Classification of Students with Learning Disabilities: A Field-Based Investigation. 29p. 1mf. L1 ED 319 184
Evaluating College Student Retention: Comparative National Data from the 1981-1984 Entering Freshman Classes. 25p. 1mf. L1 ED 319 320
Predicting At-Risk-for-Failure Students Based on Information Processing Characteristics. 17p. 1mf. L1 ED 318 965
Predictive Validity
Computer Assisted Instruction for Teaching Measurement-Based Clinical Hypothesis Testing. 22p. 1mf. L1 ED 319 756
Improving Prediction by Correcting Test Scores for Person Disturbances Using the Rasch Model. 5p. 1mf. L1 ED 319 768
Predicting At-Risk-for-Failure Students Based on Information Processing Characteristics. 17p. 1mf. L1 ED 318 965
Predictor Variables
Assessment of Risk Factors in a Student Population. 10p. 1mf. L1 ED 319 832
Evaluating College Student Retention: Comparative National Data from the 1981-1984 Entering Freshman Classes. 25p. 1mf. L1 ED 319 320
From School to Higher Education in Australia. 48p. 1mf. L1 ED 319 323
Identification of Student Characteristics That Predict Persistence and Success in an Engineering College at the End of the Sophomore Year: Informing the Practice of Academic Advising. 56p. 1mf. L1 ED 319 355
Role of Parental Attitudes and the Quality of the Home Learning Environment in the Mental Development of Prematurely Born Children. 18p. 1mf. L1 ED 319 217
Role of Studying, Academic Variables, and Initial Course Success in Outcomes of College Courses. 9p. 1mf. L1 ED 319 296
Pregnancy
Maternal and Child Health Research Program: I. Active Projects, 1988. 200p. 3mf. L1 ED 319 188
Substance Use among Pregnant Women: The Report of the Task Force for the Prevention of Substance Use among Pregnant Women. 51p. 1mf. L1 ED 318 976
Pregnant Students
Just What the Doctor Should Have Ordered: A Prescription for Sex-Fair School Health Services. 178p. 2mf. L1 ED 319 142
Premature Infants
Role of Parental Attitudes and the Quality of the Home Learning Environment in the Mental Development of Prematurely Born Children. 18p. 1mf. L1 ED 319 217
Prenatal Influences
Maternal and Child Health Research Program: I. Active Projects, 1988. 200p. 3mf. L1 ED 319 188
Substance Use among Pregnant Women: The Report of the Task Force for the Prevention of Substance Use among Pregnant Women. 51p. 1mf. L1 ED 318 976
Prereading Activities
Reading: Preschool--Practice in Basic Reading Skills. 132p. 2mf. L2 ED 319 032
Prereading Experience
Supporting Emergent Literacy among Young American Indian Students. 3p. 1mf. L1 ED 319 581
Prereading Skills
Reading: Preschool--Practice in Basic Reading Skills. 132p. 2mf. L2 ED 319 032
Prerequisites
Analysis of History Course Success Based on English Eligibility. 8p. 1mf. L1 ED 319 450
Preschool Children
Control as a Moderator of Children's Responses to Angry Interactions. 25p. 1mf. L1 ED 319 526
Gender Schematization and Gender Scripts: Sometimes a Little Knowledge Can Be Dangerous. 34p. 1mf. L1 ED 319 473
Maternal and Paternal Disciplinary Styles: Relations with Preschoolers' Behavioral Orientations and Sociometric Status. 39p. 1mf. L1 ED 319 486
Predicting Children's Problem Behaviors from the Content of Maternal Demands. 13p. 1mf. L1 ED 319 518
Preschool Children's Knowledge of Gender-Related Scripts and Schemata. 9p. 1mf. L1 ED 319 475
Science, Sciencing and Science Education: An Integrated Approach to Science Education in Early Childhood. 15p. 1mf. L1 ED 319 525
Study of Children's Computer-Generated Graphics. 39p. 1mf. L1 ED 319 504
Told Tale: Oral Storytelling and the Young Child. 21p. 1mf. L1 ED 319 517
Preschool Curriculum
Early Child Care and Education, Italian Style: The Reggio Emilia Daycare and Preschool Program. 19p. 1mf. L1 ED 319 483
Increasing the Learning Experiences of Preschool Students through the Development of a Physical Play Environment. 140p. 2mf. L1 ED 319 476
Preschool Education
Early Child Care and Education, Italian Style: The Reggio Emilia Daycare and Preschool Program. 19p. 1mf. L1 ED 319 483
ERIC/EECE Digests Related to the Education and Care of Children from Birth through 12 Years of Age. 72p. 1mf. L1 ED 319 537
Opening Our Doors: Taking Public Library Service to Preschool and Day-Care Facilities. 28p. 1mf. L1 ED 319 521
Practical Research in Motor Development/Learning. 13p. 1mf. L1 ED 319 706
Reading: Preschool--Practice in Basic Reading Skills. 132p. 2mf. L2 ED 319 032
School Community Education Program in New York City 1988-89. Volume IV. OREA Evaluation Section Report. 59p. 1mf. L1 ED 319 872
Preschool Teachers
Socrates versus the Drill Sergeant: Dimensions of Variation in Preschool Teachers' Discourse. 30p. 1mf. L1 ED 319 534
Preservice Teacher Education
"Making Sense of Constructivism in Preservice: A Case Study." 25p. 1mf. L1 ED 319 600
Affecting Preservice Elementary Teachers' Attitudes toward Inquiry Teaching in Science through Projects with Individual Children. 11p. 1mf. L1 ED 319 596
Colleges and Universities: Teachers Prepared 1987-88. 21p. 1mf. L1 ED 319 704
Effects of an Innovative Activity-Centered Biology Program on Attitude toward Elementary Teachers. 14p. 1mf. L1 ED 319 612
Factors Affecting Use of Computers in Elementary Classrooms: Implications for Preservice and Inservice Education. 29p. 1mf. L1 ED 319 356
Impact of Historically Black Institutions on the Supply of Black Teachers. 9p. 1mf. L1 ED 319 735
Influence of Preservice Secondary Science Teachers' Beliefs on Their Planning. 35p. 1mf. L1 ED 319 618
Professional Preparation for Rural Teachers: Growing Your Own. 9p. 1mf. L1 ED 319 542
Science Preparation of Elementary Teachers. 19p. 1mf. L1 ED 319 602
Teacher Education in Ontario: Current Practice and Options for the Future. 126p. 2mf. L1 ED 319 697
Teachers on Television. Observing Teachers and Students in Diverse Classroom Settings through the Technology of Television. 499p. 6mf. L2 ED 319 711
Presidents Committee on Employment of Handi
Annual Report to Membership, 1987. The President's Committee on Employment of the Handicapped. 38p. 1mf. L1 ED 319 164
Annual Report 1987-1988. The President's Committee on Employment of the Handicapped. 30p. 1mf. L1 ED 319 165
Fiscal Year 1988 Report. The President's Committee on Employment of People with Disabilities. 13p. 1mf. L1 ED 319 166
Pretests Posttests
Linear versus Nonlinear Analysis in the Measurement of Effects in a Quasi-Experimental Design. 22p. 1mf. L1 ED 319 757
Prevention
Academic Skills Workshop: A Parent/Child Group Intervention To Stop School Failure. 6p. 1mf. L1 ED 318 961
IMPACT: An Early Intervention Demonstration Project. Abbreviated Version. 21p. 1mf. L1 ED 318 954
Leadership for AIDS Education. Keys to School Boardsmanship. A Program of Continuing Education for School Board Members. 433p. 5mf. L1 ED 319 111
Lurking Evil: Racial and Ethnic Conflict on the College Campus. AASCU Issues. 135p. 2mf. L2 ED 319 313
Role of Education in Drug Abuse Programs. 32p. 1mf. L1 ED 318 933
Substance Abuse among Juvenile Delinquents and Gang Members. Prevention Research Update Number Six, Spring 1990. 43p. 1mf. L1 ED 319 149
Substance Abuse in the Workplace: Implications for Trade & Industry Education. 14p. 1mf. L1 ED 318 880
Prevocational Education
Implementing CPVE. Practical Advice on Designing, Operating and Evaluating CPVE. 55p. 1mf. L1 ED 318 897
Primary Education
Dissemination of the Project's Findings: 8th National Seminar (Lisbon, Portugal, September 28-29, 1988). The CDCC's Project No. 8: "Innovation in Primary Education." 18p. 1mf. L2 ED 319 502
Symposium on "Experiences of Innovation in Primary Education in the Netherlands" (Noordwijkerhout, Netherlands, October 24-28, 1988). The CDCC's Project No. 8: "Innovation in Primary Education." 66p. 1mf. L2 ED 319 503
Primary Health Care
Bamako Initiative: Primary Health Care Experience. Children in the Tropics: Review of the International Children's Centre. 99p. 2mf. L1 ED 319 533
Prime Time Television
Portrayal of Families on Prime Time Television. 35p. 1mf. L2 ED 319 075
Prince Edward Island
Effective Extension Model for Early Childhood Education. 24p. 1mf. L1 ED 319 458
Principals
Administrator Tenure Statutes and Other Legislative Protection of Position. A Legal Memorandum. 6p. 1mf. L2 ED 319 122
Conceptual Changes and Their Implications for Performance Assessment. Recent Developments in Methodology for Administrator Assessment Centers. 13p. 1mf. L1 ED 319 760
Critical Dimensions of Principals' Performance. 14p. 1mf. L1 ED 319 813
Guide to the Process of Evaluating School Principals. Monograph No. 2. 43p. 1mf. L1 ED 319 141
How the Principal Can Provide Instructional Leadership for the Reluctant Learner. 16p. 1mf. L1 ED 319 709
Instructional Leadership, School Goals, and Student Achievement: Exploring the Relationship between Means and Ends. 48p. 1mf. L1 ED 319 783
K-8 Principal in 1988: A Ten Year Study. 170p. 2mf. L1 ED 319 134
Reflections of a Strike As Seen through the Eyes of Superintendents. 17p. 1mf. L1 ED 319 104
Report to Participants in School-Community Relations Survey. 17p. 1mf. L1 ED 319 103
School Principal Selection Practices: Five Case Studies. 168p. 2mf. L1 ED 319 107
Principals Centers
Improving Schools from Within: Teachers, Parents, and Principals Can Make the Difference. 190p. mf. L3 ED 319 126
Private Agencies
Caught in the Cross Currents: What's Happened to Children--and People Who Work for Children--in the Ten Years since the International Year of the Child. A Review of NGO/UN Action for Children 1979-1989, Commissioned by the NGO Committee on UNICEF. 71p. 1mf. L1 ED 319 478
Private Colleges
Commitment to Access: Undergraduate Student Financial Assistance Provided Directly by Independent Colleges and Universities. 38p. 1mf. L1 ED 319 344
Continuity and Change in the Highest-Ranked Ph.D.-Granting Departments of English, 1925-1982. 46p. 1mf. L1 ED 319 311
Statistical Profile of Two-Year College Education in West Virginia, 1987-1988. 86p. 1mf. L1 ED 319 416
Undergraduate Completion and Persistence at Four-Year Colleges and Universities: Completers, Persisters, Stopouts, and Dropouts. 36p. 1mf. L1 ED 319 343
Private Education
Profit-Seeking Schools. 16p. 1mf. L1 ED 319 867
Private Financial Support
Financing Human Capital. 57p. 1mf. L2 ED 319 862
Leadership Practice: How I Raised One Hundred Thousand Dollars This Year with No Fund Raising Experience. 14p. 1mf. L1 ED 319 423
Private Schools
Chapter 1 Reading Skills Center Program 1988-89. Evaluation Section Report. 48p. 1mf. L1 ED 319 009
Chicago's Private Elementary and Secondary Schools: Enrollment Trends. 36p. 1mf. L1 ED 319 823
Performance of America's Primary and Secondary Schools. 25p. 1mf. L1 ED 319 866
Private Sector
Success in the Works. A Policy Paper. A Labour Force Development Strategy for Canada = Le Nouveau Mode d'Emploi. Enonce de Politique. Une Strategie de Mise en Valeur de la Main-d'Oeuvre Canadienne. 51p. 1mf. L1 ED 318 900
Privatization
Here's Looking at You. The Decade Reviewed. 9p. 1mf. L1 ED 319 284
Problem Solving
Advancing Technology Use: Barriers to Research Utilization. 29p. 1mf. L1 ED 319 189
Bilingual Children's Project. B.C.P., 1988-89. OREA Report. 23p. 1mf. L1 ED 319 256
Examination of a Problem Solving Partnership from a Social Interaction Perspective. 24p. 1mf. L1 ED 319 610
Integrated Contextual Learning: Situated Learning in the Business Profession. 15p. 1mf. L1 ED 319 330
Staff Development for Higher Order Thinking: A Synthesis of Practical Wisdom. 26p. 1mf. L1 ED 319 728
Transfer Problems, Lost Keys, and Lampposts: A Historical Perspective as a Guide for Future Research. 14p. 1mf. L1 ED 319 634
Validity of Alternative Measurement Procedures for Assessing Mathematical Problem-Solving Processes and Performance. 35p. 1mf. L1 ED 319 781
Procrastination
Measuring Procrastination Attitudinally and Behaviorally. 12p. 1mf. L1 ED 319 792
Productivity
Job-Related Basic Skills. ERIC Digest No. 94. 3p. 1mf. L1 ED 318 912
Professional Associations
NCPEA--UCEA: Converging Missions. 11p. 1mf. L1 ED 319 114
Regular Education Initiative (REI): Where Do Students with Learning Disabilities Fit? 8p. 1mf. L1 ED 319 211
Professional Autonomy
Increasing Teacher Autonomy through Shared Governance: Effects on Policy Making and Student Outcomes. 30p. 1mf. L2 ED 319 096
Professional Continuing Education
Effective Extension Model for Early Childhood Education. 24p. 1mf. L1 ED 319 458
Professional Development
Guide to the Process of Evaluating School Principals. Monograph No. 2. 43p. 1mf. L1 ED 319 141
Maintaining Professional Competence. Approaches to Career Enhancement, Vitality, and Success throughout a Work Life. 328p. mf. L3 ED 319 334
Professional Development for Rhode Island School Administrators. 53p. 1mf. L1 ED 319 097
Teacher Education in Ontario: Current Practice and Options for the Future. 126p. 2mf. L1 ED 319 697
Professional Education
Maintaining Professional Competence. Approaches to Career Enhancement, Vitality, and Success throughout a Work Life. 328p. mf. L3 ED 319 334
Professional Occupations
Changing Fossilized Speech: What Does It Take? 21p. 1mf. L1 ED 319 265
Straight Talk on Careers: 80 Pros Take You into Their Professions. 255p. 3mf. L2 ED 318 901
Professional Personnel
Dual Career Couples in the University: Policies and Problems. 25p. 1mf. L1 ED 318 938
Straight Talk on Careers: 80 Pros Take You into Their Professions. 255p. 3mf. L2 ED 318 901
Types of Stresses Experienced by Professionals. 12p. 1mf. L2 ED 318 985
Professional Recognition
Components of the Knowledge Base of Teacher Education: Questions Teacher Educators Have To Answer. 28p. 1mf. L1 ED 319 716
Professionalism
Instructional Choices in Language Arts: Reality or Illusion. 16p. 1mf. L1 ED 319 013
Profiles
Profile of Incoming Freshmen at the University of Maryland, College Park, 1989-1990. Research Report #1-90. 16p. 1mf. L1 ED 319 328
Teacher's Ongoing Role in Creating a Developmentally Appropriate Early Childhood Program: A Self-Study Process for Teachers of Children Ages 5-8. 44p. 1mf. L1 ED 319 520
Profit Making
Profit-Seeking Schools. 16p. 1mf. L1 ED 319 867
Program Administration
Future Farmers of America--A Profile of Chapters and Advisors. 25p. 1mf. L1 ED 318 921
Peace Corps Programming and Training System Manual. Training Manual T0054. 333p. 4mf. L1 ED 318 881
Realities of Implementing a Partnership Program. 10p. 1mf. L1 ED 319 705
Program Attitudes
Mentor Teacher Internship Program, 1988-89. Evaluation Section Report. 53p. 1mf. L1 ED 319 737
Program Budgeting
State Incentive Funding: Leveraging Quality. 7p. 1mf. L1 ED 319 294
Program Characteristics
Challenge of Early Childhood Care and Education: An Agenda for Action. 17p. 1mf. L1 ED 319 522
Dissemination of the Project's Findings: 8th National Seminar (Lisbon, Portugal, September 28-29, 1988). The CDCC's Project No. 8: "Innovation in Primary Education." 18p. 1mf. L2 ED 319 502
Effects of Infant Day Care on Children's Social Behavior: An Examination of Within-Group Differences. 20p. 1mf. L1 ED 319 513
Program Content
At-Risk Youth in Vermont: A Resource Directory. 86p. 1mf. L1 ED 319 855
Urban Academy: A Dropout Prevention and Demonstration Project 1988-89. OREA Report. 24p. 1mf. L1 ED 319 873
Who Cares for America's Children? Child Care Policy for the 1990s. Panel on Child Care Policy. Prepublication Copy. 362p. 4mf. L1 ED 319 523
Program Descriptions
Directory of Selected Early Childhood Programs, 1989-1990. 295p. 4mf. L1 ED 319 183
Summer Options for Teenagers. 637p. 7mf. L1 ED 319 182
Program Design
Correctional Training, Industries and Education. TIE. 40p. 1mf. L1 ED 318 899
Implementing CPVE. Practical Advice on Designing, Operating and Evaluating CPVE. 55p. 1mf. L1 ED 318 897
Program Development
Caught in the Cross Currents: What's Happened to Children--and People Who Work for Children--in the Ten Years since the International Year of the Child. A Review of NGO/UN Action for Children 1979-1989, Commissioned by the NGO Committee on UNICEF. 71p. 1mf. L1 ED 319 478
Designing Faculty Curriculum Leader Roles. 20p. 1mf. L1 ED 319 677
Developing and Implementing a Middle School Program To Improve the Achievement of Students in Grade Six through Grade Eight. 126p. 2mf. L1 ED 319 509
Emerging Collaborative Roles and New Team Approaches in Models of Support for Beginning Teachers in Southern New Jersey. 9p. 1mf. L1 ED 319 680
Guide for Planning, Implementing, and Evaluating a Mentoring Program. Hand in Hand: Mentoring Young Women. Book 1. 114p. 2mf. L1 ED 318 971
Guide to Resources for ESL Literacy Facilitators. 21p. 1mf. L1 ED 319 268
Guides in Gifted Education. 181p. 2mf. L1 ED 319 176
Gymnastics in Schools. 15p. 1mf. L1 ED 319 689
Head Start: The Nation's Pride, A Nation's Challenge. Recommendations for Head Start in the 1990's. The Report of the Silver Ribbon Panel. 75p. 1mf. L2 ED 319 500
Ideabook for Mentors. Hand in Hand: Mentoring Young Women. Book 2. 39p. 1mf. L1 ED 318 972
Job-Related Basic Skills. ERIC Digest No. 94. 3p. 1mf. L1 ED 318 912
Linking Schools with Human Service Agencies. ERIC/CUE Digest No. 62. 4p. 1mf. L1 ED 319 877
Making JOBS Work. What the Research Says about Effective Employment Programs for AFDC Recipients. 103p. 2mf. L2 ED 319 843
Mentoring Programs for At-Risk Youth: A Dropout Prevention Research Report. 38p. 1mf. L1 ED 318 931
Mobilizing Resources to Better Serve Children At-Risk. Bulletin No. 0067. 124p. 2mf. L1 ED 319 865
Our Children, Our Future. 208p. 3mf. L1 ED 319 841
Rethinking Daily Physical Education. 10p. 1mf. L1 ED 319 687
Road Map to Transition for Young Adults with Severe Disabilities. 47p. 1mf. L1 ED 319 201
States' Progress Related to Fourteen Components of PL 99-457, Part H. 50p. 1mf. L1 ED 319 169
Vermont Lighthouse School District Project: Comprehensive Planning for At-Risk Youth. 25p. 1mf. L1 ED 319 854
1990-1993 Long Range Plan: Pennsylvania College of Technology. 66p. 1mf. L1 ED 319 470
Program Effectiveness
Accountability in Mathematics Education. ERIC/SMEAC Mathematics Digest No. 3, 1988. 4p. 1mf. L1 ED 319 628
Bamako Initiative: Primary Health Care Experience. Children in the Tropics: Review of the International Children's Centre. 99p. 2mf. L1 ED 319 533
College Discovery and Development Pilot Study: 1987-88, 1988-89. OREA Report. 46p. 1mf. L1 ED 318 957
Effective Extension Model for Early Childhood Education. 24p. 1mf. L1 ED 319 458
Evaluating Vocational Education Programs in Illinois. A Report on Consultation of the Illinois Council on Vocational Education with the Illinois State Board of Education on Evaluation. Report 6. 17p. 1mf. L1 ED 318 874
Head Start Success Stories. 55p. 1mf. L1 ED 319 481
Head Start: The Nation's Pride, A Nation's Challenge. Recommendations for Head Start in the 1990's. The Report of the Silver Ribbon Panel. 75p. 1mf. L2 ED 319 500
Horse Training and Management: Program of Excellence. 13p. 1mf. L1 ED 319 471
Mentor Teacher Internship Program, 1988-89. Evaluation Section Report. 53p. 1mf. L1 ED 319 737
Organizational Culture and Correlates of Effectiveness in California's Dropout Prevention Programs. 25p. 1mf. L1 ED 319 786
Perceptions Re: Adequacy and Effectiveness of the JTPA and V.E. Perkins Act Programs in Illinois. Report 23. 26p. 1mf. L1 ED 318 877
Preparing and Maintaining Workers. Report 11. 37p. 1mf. L1 ED 318 875
Rethinking Daily Physical Education. 10p. 1mf. L1 ED 319 687
Serving Economically Depressed Areas. Report 12. 23p. 1mf. L1 ED 318 876
Special Education in America's Cities: A Descriptive Study. 120p. 2mf. L2 ED 319 187
Study to Identify Areas of Relative Strength and Weakness in Support for the Saint Leo College Library Acquisitions Project. 51p. 1mf. L1 ED 319 322
Program Evaluation
College Discovery and Development Pilot Study: 1987-88, 1988-89. OREA Report. 46p. 1mf. L1 ED 318 957
Communicating Evaluation Findings: The Use of a Chart Essay. 27p. 1mf. L1 ED 319 798
Computer Aided Instruction in Teaching Program Evaluation. 8p. 1mf. L1 ED 319 362
Criteria for the Selection of Drug Abuse Prevention Curricula: A Workbook. 18p. 1mf. L1 ED 319 148
Development of an Effectiveness Criteria Model for Evaluating Vocational Education. 17p. 1mf. L1 ED 319 802
Evaluating Recreation Programmes with Disabled Participants. 7p. 1mf. L1 ED 319 714
Evaluating Vocational Education Programs in Illinois. A Report on Consultation of the Illinois Council on Vocational Education with the Illinois State Board of Education on Evaluation. Report 6. 17p. 1mf. L1 ED 318 874
Evaluation Guide for Bilingual Vocational Training. 103p. 2mf. L1 ED 319 244
Evaluation of North Carolina's School Career Development Pilot Program: A Report of an Outside Evaluation. 335p. 4mf. L1 ED 319 746
Evaluation Semiotic. 36p. 1mf. L1 ED 319 772
Impact of Computer-Supported Writing Instruction on the Writing Quality of Learning-Disabled Students. Final Report. 152p. 2mf. L1 ED 319 181
Impact of Universities' ERPs? 17p. 1mf. L1 ED 319 286
(Continued)

Program Evaluation *(Continued)*

Magnet Schools. Recent Developments and Perspectives. 228p. mf. L3 ED 319 840

Mentor Teacher Internship Program, 1988-89. Evaluation Section Report. 53p. 1mf. L1 ED 319 737

On the Move: Migrant Education 1987-88. 21p. 1mf. L1 ED 319 571

Peace Corps Programming and Training System Manual. Training Manual T0054. 333p. 4mf. L1 ED 318 881

Relationship between Chapter 1 and Special Education Services for Mildly Handicapped Students: A Substudy of the National Assessment of Chapter 1. 95p. 1mf. L1 ED 319 186

Review of Information on Institutionalized Youths and the ECIA Chapter I Neglected or Delinquent Program. 53p. 1mf. L1 ED 319 838

School-Community-Business Partnerships. Building Foundations for Dropout Prevention. 57p. 1mf. L1 ED 318 894

Second Generation Tutoring Model: Position Paper. Evaluation Plan for Second Generation Tutoring Model. Training Plan for Second Generation Tutoring Program. 39p. 1mf. L1 ED 319 447

Secondary Transition Intervention Effectiveness: Fourth Annual Report. 145p. 2mf. L1 ED 319 222

State of Assessment Programs: What Are State-Wide Assessment Programs Doing? 42p. 1mf. L2 ED 319 808

Statewide School Dropout Identification and Strategy Development Program: Does It Work? 20p. 1mf. L1 ED 319 796

Successful Program Review. A Practical Guide in Evaluating Programs in Academic Settings. 139p. mf. L3 ED 319 335

Vocational Education Performance Standards. ERIC Digest No. 96. 3p. 1mf. L1 ED 318 914

What Today's Educational Technology Needs: Defensible Evaluations and Realistic Implementation. 13p. 1mf. L1 ED 319 367

Program Guides

At-Risk Youth in Vermont: A Resource Directory. 86p. 1mf. L1 ED 319 855

Program Implementation

Advancing Technology Use: Barriers to Research Utilization. 29p. 1mf. L1 ED 319 189

Controlled Choice in Boston: The First Year. 82p. 1mf. L1 ED 319 858

Developing and Implementing a Middle School Program To Improve the Achievement of Students in Grade Six through Grade Eight. 126p. 2mf. L1 ED 319 509

Dissemination of the Project's Findings: 8th National Seminar (Lisbon, Portugal, September 28-29, 1988). The CDCC's Project No. 8: "Innovation in Primary Education." 18p. 1mf. L2 ED 319 502

Distance Learning Evaluation Study, Phase I. A Study of North Dakota and Missouri Schools Implementing German I by Satellite. Descriptive Statistical Report. 54p. 1mf. L1 ED 319 382

Educating Handicapped Young People in Eastern and Southern Africa in 1981-83. 157p. 2mf. L2 ED 319 218

Elder Fit. A Health and Fitness Guide for Older Adults. 73p. 1mf. L2 ED 319 702

Evolution of Shared Decision Making in School-Based Management. 7p. 1mf. L1 ED 319 131

Mentor Teacher Role: Owner's Manual. Fifth Edition. 148p. mf. L3 ED 319 722

Mentoring Programs for At-Risk Youth: A Dropout Prevention Research Report. 38p. 1mf. L1 ED 318 931

Relationship between Chapter 1 and Special Education Services for Mildly Handicapped Students: A Substudy of the National Assessment of Chapter 1. 95p. 1mf. L1 ED 319 186

Technology & Access: The Electronic Doorway Library. 44p. 1mf. L1 ED 319 387

Urban Academy: A Dropout Prevention and Demonstration Project 1988-89. OREA Report. 24p. 1mf. L1 ED 319 873

Program Improvement

Advice to the Private Sector. Report 3. 23p. 1mf. L1 ED 318 873

Bamako Initiative: Primary Health Care Experience. Children in the Tropics: Review of the International Children's Centre. 99p. 2mf. L1 ED 319 533

Current Practices: Future Directions. Outreach Meeting Report (3rd, Portland, Oregon, May 3, 1989). 15p. 1mf. L1 ED 319 551

Dialogue with Educational Leaders: Implications for Policy. Report 2. 39p. 1mf. L1 ED 318 872

Economic and Social Benefits of Early Childhood Education. Hearing before the Subcommittee on Education and Health of the Joint Economic Committee, Congress of the United States. One Hundred First Congress, First Session. 132p. 2mf. L1 ED 319 485

Evaluating Vocational Education Programs in Illinois. A Report on Consultation of the Illinois Council on Vocational Education with the Illinois State Board of Education on Evaluation. Report 6. 17p. 1mf. L1 ED 318 874

Exploring Mobility Issues. Outreach Meeting Report (2nd, McAllen, Texas, November 14-15, 1988). 19p. 1mf. L1 ED 319 552

Improving Efficiency in the Delivery of Services to the Aged in Great Britain. 27p. 1mf. L1 ED 318 843

Kentucky Chapter 1 Program Improvement Guide. 42p. 1mf. L1 ED 319 856

Recent Developments in College Level Environmental Studies Courses and Programs. ERIC/SMEAC Environmental Education Digest No. 2, 1988. 4p. 1mf. L1 ED 319 629

Teacher's Ongoing Role in Creating a Developmentally Appropriate Early Childhood Program: A Self-Study Process for Teachers of Children Ages 5-8. 44p. 1mf. L1 ED 319 520

Program Proposals

Grants and Contracts Handbook. 34p. 1mf. L2 ED 319 150

Program Validation

Preparing Elementary Teachers for Florida's Classrooms. 90p. 1mf. L1 ED 319 734

Programing

Language-Independent Conceptual "Bugs" in Novice Programming. Technical Report No. 31. 14p. 1mf. L1 ED 319 373

Local and Long Distance Computer Networking for Science Classrooms. Technical Report No. 43. 11p. 1mf. L2 ED 319 376

Logo Programming and Problem Solving. Technical Report No. 12. 10p. 1mf. L1 ED 319 371

Programing (Broadcast)

Two-Thousand Stations on Twenty Channels or a Partial Way To Solve Minority Programming. 12p. 1mf. L1 ED 319 087

Unequal Picture. Black, Hispanic, Asian and Native American Characters on Television. 50p. 1mf. L2 ED 319 366

Project BASICS

Bilingual Academic Services and Integrated Career Systems Program, BASICS 1988-1989. OREA Evaluation Section Report. 28p. 1mf. L1 ED 319 261

Project CALA NY

Cognitive Academic Learning Approaches through E.S.L. Content Areas with Career Exploration Strategies Program for Bilingual High School Students in New York City. Project CALA, 1988-89. OREA Final Evaluation Report. 33p. 1mf. L1 ED 319 259

Project CAP NY

Career Awareness Program. Project CAP, 1988-89. OREA Report. 29p. 1mf. L1 ED 319 255

Project HAITI STARS NY

Higher Achievement and Improvement through Instruction with Computers and Scholarly Transition and Resource Systems Program. OREA Report. 34p. 1mf. L1 ED 319 248

Project Head Start

Economic and Social Benefits of Early Childhood Education. Hearing before the Subcommittee on Education and Health of the Joint Economic Committee, Congress of the United States. One Hundred First Congress, First Session. 132p. 2mf. L1 ED 319 485

Head Start Success Stories. 55p. 1mf. L1 ED 319 481

Head Start: The Nation's Pride, A Nation's Challenge. Recommendations for Head Start in the 1990's. The Report of the Silver Ribbon Panel. 75p. 1mf. L2 ED 319 500

Twenty-five Voices Celebrating Twenty-five Years. 17p. 1mf. L1 ED 319 501

Project HOLA NY

Hispanic Orientation to Life in America. Project HOLA, 1987-88. OREA Report. 28p. 1mf. L1 ED 319 247

Project Management

Basic Project Management Methodologies for Survey Researchers. 29p. 1mf. L1 ED 319 115

Project MASTER NY

Language Development through Holistic Learning (Mathematics, Art, Science, Technology, and Education Resources). Project MASTER, 1988-89. OREA Report. 24p. 1mf. L1 ED 319 253

Project Mobile NY

Methodologies of Bilingual Instruction in Literacy Education. Project Mobile, 1988-89. OREA Report. 31p. 1mf. L1 ED 319 252

Project Nuevos Horizontes NY

Project Nuevos Horizontes, 1988-89. OREA Report. 29p. 1mf. L1 ED 319 251

Project PAN NY

Program Assistance for Neophytes. Project PAN, 1988-89. OREA Evaluation Section Report. 31p. 1mf. L1 ED 319 263

Project SOLID START

Project SOLID START. 9p. 1mf. L1 ED 319 490

Pronunciation Instruction

Changing Fossilized Speech: What Does It Take? 21p. 1mf. L1 ED 319 265

Proof (Mathematics)

Canadian Mathematics Education Study Group = Groupe Canadien d'etude en didactique des matematiques. Proceedings of the Annual Meeting (St. Catharines, Ontario, Canada, May 27-31, 1989). 149p. 2mf. L1 ED 319 606

Reliability of Using a Focused-Holistic Scoring Approach To Measure Student Performance on a Geometry Proof. 82p. 1mf. L1 ED 319 748

Property Taxes

Property Taxation. National Education Association Search. 21p. 1mf. L1 ED 319 098

Understanding State School Finance Formulas. National Education Association Search. 27p. 1mf. L1 ED 319 101

Proposed Legislation

Rural Disadvantage: Growing Income Disparities between Rural and Urban Areas. 31p. 1mf. L2 ED 319 857

Proprietary Schools

Profit-Seeking Schools. 16p. 1mf. L1 ED 319 867

Prosocial Behavior

Maternal and Paternal Disciplinary Styles: Relations with Preschoolers' Behavioral Orientations and Sociometric Status. 39p. 1mf. L1 ED 319 486

Predicting Children's Problem Behaviors from the Content of Maternal Demands. 13p. 1mf. L1 ED 319 518

Psychologists

Crisis in Measurement Literacy in Psychology and Education. 16p. 1mf. L1 ED 319 778

Psychometrics

Crisis in Measurement Literacy in Psychology and Education. 16p. 1mf. L1 ED 319 778

Do We See Ourselves as Others Infer: A Comparison of Self-Other Agreement on Multiple Dimensions of Self-Concept from Two Continents. 35p. 1mf. L1 ED 319 787

Psychomotor Skills

Strengthening Teacher Preparation for Motor Performance Skill Development--Motor Processes Approach. 20p. 1mf. L1 ED 319 713

Psychotherapy

Comparison of Transpersonal, Wholistic, and Other Major Counseling Theories. 20p. 1mf. L1 ED 318 927

Public Colleges

Statistical Profile of Two-Year College Education in West Virginia, 1987-1988. 86p. 1mf. L1 ED 319 416

Undergraduate Completion and Persistence at Four-Year Colleges and Universities: Completers, Persisters, Stopouts, and Dropouts. 36p. 1mf. L1 ED 319 343

Public Libraries

Kids Need Libraries: School and Public Libraries Preparing the Youth of Today for the World of Tomorrow. 14p. 1mf. L1 ED 319 408

Public Policy

Aphasia Rehabilitation in Asia and the Pacific Region: Japan, China, India, Australia and New Zealand. Monograph #45. 90p. 1mf. L1 ED 319 225

Federal Drug Data for National Policy. 17p. 1mf. L1 ED 318 928

Hispanic Poverty: How Much Does Immigration Explain? Proceedings from the Roundtable (Washington, D.C., November 27, 1989). 40p. 1mf. L1 ED 319 853

Old Age Policy in France. 29p. 1mf. L1 ED 318 844

Reallocation of Financial Aid from Poor to Middle Income and Affluent Students, 1978 to 1990. ACT Student Financial Aid Research Report Series 90-2. 75p. 1mf. L1 ED 319 312

Support Services for the Aged in Switzerland. 26p. 1mf. L1 ED 318 845

Training America. Learning to Work for the 21st Century. 21p. 1mf. L1 ED 318 840

Public Radio

Two-Thousand Stations on Twenty Channels or a Partial Way To Solve Minority Programming. 12p. 1mf. L1 ED 319 087

Public Relations

Application of Grunig's Symmetry-Asymmetry Public Relations Models to Internal Communication Systems. 30p. 1mf. L1 ED 319 076

Public Schools

Brown Out: An Appraisal of the Role of the Public School as an Acculturating Agency of Mexican Americans in Texas, 1850-1968. 281p. 3mf. L1 ED 319 541

June 1989 Grade Retention in Chicago Public Elementary Schools. Monitoring and Researching the Effects of School Reform in Chicago. 45p. 1mf. L1 ED 319 499

Performance of America's Primary and Secondary Schools. 25p. 1mf. L1 ED 319 866

Status of Articulation between Public Secondary Schools and Public Community Colleges. 30p. 1mf. L1 ED 319 457

Public Sector

Success in the Works. A Policy Paper. A Labour Force Development Strategy for Canada = Le Nouveau Mode d'Emploi. Enonce de Politique. Une Strategie de Mise en Valeur de la Main-d'Oeuvre Canadienne. 51p. 1mf. L1 ED 318 900

Public Television

Virginia Telemedia Systems for Administrative, Training and Educational Uses. 65p. 1mf. L1 ED 319 388

Publications

Statistical Methods Used in "American Educational Research Journal," "Journal of Educational Psychology," and "Sociology of Education" from 1972 through 1987. 34p. 1mf. L1 ED 319 797

Pupil Personnel Services

Linking Schools with Human Service Agencies. ERIC/CUE Digest No. 62. 4p. 1mf. L1 ED 319 877

Qualitative Research

Influence of Preservice Secondary Science Teachers' Beliefs on Their Planning. 35p. 1mf. L1 ED 319 618

Theory and Concepts in Qualitative Research: A Theory of Methodology in a Study of Directed Change. 27p. 1mf. L1 ED 319 759

Quality Control

Hearing on GAO Report on OSERS' Management. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives. One Hundred First Congress, First Session. 124p. 2mf. L1 ED 319 106

Quality of Life

Report on the Status of Midlife and Older Women in America. Mother's Day Report 1986. 9p. 1mf. L1 ED 318 905

Wellness: The Body, Mind, and Spirit. 291p. mf. L3 ED 319 726

Quality of Working Life

Relationship between Quality of Work Life and Job Satisfaction: A Study of the Nation's Municipal Clerks. 20p. 1mf. L1 ED 318 939

Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Final Report. 58p. 1mf. L1 ED 319 304

Womanly World of Long Term Care: The Plight of the Long Term Care Worker. Gray Paper. 16p. 1mf. L1 ED 318 902

Quality Time

Teaching Your Child through Effective Communication. 6p. 1mf. L1 ED 319 080

Quasiexperimental Design

Linear versus Nonlinear Analysis in the Measurement of Effects in a Quasi-Experimental Design. 22p. 1mf. L1 ED 319 757

Questioning Techniques

Breaking New Ground: Teaching Skills of Intelligence. Lethbridge Catholic Separate School District No. 9. 233p. 3mf. L1 ED 319 682

Effects of Using Diagrams and Texts To Teach Verbal Chains: A Comparison of Gender and College Major. 14p. 1mf. L1 ED 319 719

Socrates versus the Drill Sergeant: Dimensions of Variation in Preschool Teachers' Discourse. 30p. 1mf. L1 ED 319 534

Questionnaires

Consensus on Desirable Characteristics of Mail Questionnaires: Illusion or Reality? 23p. 1mf. L1 ED 319 804

Racial Bias

Double Jeopardy--The Precarious Status of Women of Color: Issues of Race/Ethnicity and Gender at the Storrs Campus. The Status of Women at the University of Connecticut. 55p. 1mf. L1 ED 319 315

Racial Composition

Minorities and Women in Educational Administration. 17p. 1mf. L1 ED 319 110

Racial Equity and Local School Council Elections. Draft. 17p. 1mf. L1 ED 319 834

Racial Differences

Common Destiny: Blacks and American Society. 622p. mf. L3 ED 319 821

Ethnicity, Immigrant Generation Status, and School Attainment of Asians, Hispanics and Non-Hispanic Whites. 52p. 1mf. L2 ED 319 828

Gender Differences in Educational Attainment among Asian Americans in the High-School-and-Beyond Senior-Cohort Third Follow-Up Survey. 18p. 1mf. L1 ED 319 844

High School Dropouts among Foreign-Born Whites, Hispanics, and Asians. 37p. 1mf. L2 ED 319 827

How Accurate Are SAT Race Results? 9p. 1mf. L1 ED 319 807

Racial Discrimination

Educational Neglect: Reform Reports and the Schooling of American Indians. 37p. 1mf. L1 ED 319 555

Strangers From a Different Shore. A History of Asian Americans. 570p. mf. L3 ED 319 839

Racial Relations

Common Destiny: Blacks and American Society. 622p. mf. L3 ED 319 821

Common Destiny: Blacks and American Society. Summary and Conclusions. 48p. 1mf. L1 ED 319 822

Lurking Evil: Racial and Ethnic Conflict on the College Campus. AASCU Issues. 135p. 2mf. L2 ED 319 313

Report on George Brown College Multicultural Demonstration Project. 77p. 1mf. L1 ED 319 452

Review of Research on School Desegregation's Impact on Elementary and Secondary School Students. 54p. 1mf. L1 ED 319 825

Review of Research on School Desegregation's Impact on Black Americans. 78p. 1mf. L1 ED 319 826

Unequal Picture. Black, Hispanic, Asian and Native American Characters on Television. 50p. 1mf. L2 ED 319 366

Radio Frequency Distribution System

Two-Thousand Stations on Twenty Channels or a Partial Way To Solve Minority Programming. 12p. 1mf. L1 ED 319 087

Rasch Model

Improving Prediction by Correcting Test Scores for Person Disturbances Using the Rasch Model. 5p. 1mf. L1 ED 319 768

Rater Reliability

Novices, Experts, Veterans, and Masters: The Role of Content and Pedagogical Knowledge in Evaluating Teaching. 19p. 1mf. L1 ED 319 815

Raven Progressive Matrices

What One Intelligence Test Measures: A Theoretical Account of the Processing in the Raven Progressive Matrices Test. 79p. 1mf. L1 ED 319 811

Reader Response

Reading Meta-Television: A New Model for Reader-Response Criticism. 25p. 1mf. L1 ED 319 084

Reading Achievement

College and Adult Reading X: The Tenth Yearbook of the North Central Reading Association. 225p. 3mf. L1 ED 318 993

Cost-Effectiveness of Alternative Approaches to Computer-Assisted Instruction. 81p. 1mf. L1 ED 319 357

Literacy Portfolios. 11p. 1mf. L1 ED 319 020

Reading and Written Expression Performance of Ten Asian/Pacific-Islander Ethnic Groups on the Eighth Grade California Assessment Program. 28p. 1mf. L1 ED 319 790

Reading Grade 6, Item Specifications. Minimum Performance Test. 43p. 1mf. L1 ED 318 999

Reading Aloud to Others

Effect of Enthusiastic Teaching on the Listening Comprehension of Kindergarten Children. 73p. 1mf. L1 ED 319 514

Reading Assignments

Classroom Texts: An Investigation of the Correlative Features of Assigned Reading and Test Performance. Applied Educational Research and Evaluation. 37p. 1mf. L1 ED 319 745

Reading Attitudes

Shared Book Experience: An Alternative to the Basal Reading Approach. 19p. 1mf. L2 ED 319 018

Reading Comprehension

Assessment of What Grade 5 Students Know about Science Text and Science Reading. A Preliminary Report. 53p. 1mf. L1 ED 319 589

Developing Literacy in Children and Adults: Are There Differences? 12p. 1mf. L1 ED 319 008

Effect of Amount of Intervening Text on Detection of Semantic Inconsistencies by Competent and Less Competent College Readers. 18p. 1mf. L1 ED 319 005

Effect of Feedback on the Illusion of Knowing and Comprehension Monitoring of College Students. 18p. 1mf. L1 ED 319 003

Effects of Using Diagrams and Texts To Teach Verbal Chains: A Comparison of Gender and College Major. 14p. 1mf. L1 ED 319 719

Effects of Videodisc Macrocontexts on Comprehension and Composition of Causally Coherent Stories. 29p. 1mf. L1 ED 318 998

Listening versus Reading Proficiencies among Fourth Grade Students. 20p. 1mf. L1 ED 319 006

Microstudy: An Experiment in Second Language Reading Comprehension. 15p. 1mf. L1 ED 319 574

Reading Comprehension CCA Basic Skills Curriculum. Instructor's Guide. 213p. 3mf. L2 ED 319 011

Reading: Practice Book 1--Practice in Basic Reading Skills. 99p. 2mf. L2 ED 319 033

Reading: Practice Book 2--Practice in Basic Reading Skills. 98p. 2mf. L2 ED 319 034

Reading: Practice Book 3--Practice in Basic Reading Skills. 98p. 2mf. L2 ED 319 035

Reading: Practice Book 4--Practice in Basic Reading Skills. 99p. 2mf. L2 ED 319 036

Reading: Practice Book 5--Practice in Basic Reading Skills. 100p. 2mf. L2 ED 319 037

Reading: Practice Book 6--Practice in Basic Reading Skills. 100p. 2mf. L2 ED 319 038

Reasoning and Comprehension Processes of Linguistic Minority Persons Learning from Text. 136p. 2mf. L1 ED 319 230

Recall of Information Separating Two Inconsistent Propositions: An Experimental Test of the "Cognitive Dumping" Hypothesis. 13p. 1mf. L1 ED 319 004

Relationship of Text Schemata to Comprehension Monitoring among 3rd, 4th, and 6th Grade Students. 12p. 1mf. L1 ED 319 002

Supporting Emergent Literacy among Young American Indian Students. 3p. 1mf. L1 ED 319 581

Use of the Cloze Procedure To Measure Reading Comprehension and Language Ability of the Deaf. 89p. 1mf. L2 ED 319 185

Reading Consultants

Reading Leadership: Strategies for Administrators, Supervisors, and Consultants. 231p. 3mf. L2 ED 318 989

Reading Fluency

Developing Literacy in Children and Adults: Are There Differences? 12p. 1mf. L1 ED 319 008

Reading Habits

Portraits of Six Developing Readers in a Whole Language Classroom. 13p. 1mf. L1 ED 318 988

Reading Improvement

Chapter 1 Reading Skills Center Program 1988-89. Evaluation Section Report. 48p. 1mf. L1 ED 319 009

Using Curriculum Based Measures To Identify and Monitor Progress in an Adult Basic Education Program. Final Report. 156p. 2mf. L1 ED 318 910

Reading Instruction

All the King's Horses and Men, Basic Skills, and Whole Language. 15p. 1mf. L1 ED 319 016

College and Adult Reading IX: The Ninth Yearbook of the North Central Reading Association. 217p. 3mf. L1 ED 318 992

College and Adult Reading VIII: The Eighth Yearbook of the North Central Reading Association. 274p. 3mf. L1 ED 318 991

College and Adult Reading XI: The Eleventh Yearbook of the North Central Reading Association. 173p. 2mf. L1 ED 318 994

College and Adult Reading XII: The Twelfth Yearbook of the North Central Reading Association. 189p. 2mf. L1 ED 318 995

College and Adult Reading XIII: The Thirteenth Yearbook of the North Central Reading Association. 265p. 3mf. L1 ED 318 996

College and Adult Reading XIV: The Fourteenth Yearbook of the North Central Reading Association. 195p. 3mf. L1 ED 318 997

From Basic Skills to Whole Language in Reading Instruction: Can We Get There from Here? 14p. 1mf. L1 ED 319 017

Guide to Resources for ESL Literacy Facilitators. 21p. 1mf. L1 ED 319 268

Imagery: A Neglected Correlate of Reading Instruction. 19p. 1mf. L1 ED 319 039

Mitigating the Effects of Negative Stereotyping of Aging and the Elderly in Primary Grade Reading Instruction. 19p. 1mf. L1 ED 319 015

Project SOLID START. 9p. 1mf. L1 ED 319 490

Reading Comprehension CCA Basic Skills Curriculum. Instructor's Guide. 213p. 3mf. L2 ED 319 011

Reading Leadership: Strategies for Administrators, Supervisors, and Consultants. 231p. 3mf. L2 ED 318 989

Reading: Practice Book 1--Practice in Basic Reading Skills. 99p. 2mf. L2 ED 319 033

Reading: Practice Book 2--Practice in Basic Reading Skills. 98p. 2mf. L2 ED 319 034

Reading: Practice Book 3--Practice in Basic Reading Skills. 98p. 2mf. L2 ED 319 035

Reading: Practice Book 4--Practice in Basic Reading Skills. 99p. 2mf. L2 ED 319 036

Reading: Practice Book 5--Practice in Basic Reading Skills. 100p. 2mf. L2 ED 319 037

Reading: Practice Book 6--Practice in Basic Reading Skills. 100p. 2mf. L2 ED 319 038

Shared Book Experience: An Alternative to the Basal Reading Approach. 19p. 1mf. L2 ED 319 018

Teacher/Researcher Collaboration, Teacher Change, and Reading Group Discussions: "What Can't My Kids Do?" 14p. 1mf. L1 ED 319 014

Thought/Reading/Writing Connection: How To Connect. 34p. 1mf. L1 ED 319 012

Using Curriculum Based Measures To Identify and Monitor Progress in an Adult Basic Education Program. Final Report. 156p. 2mf. L1 ED 318 910

Reading Interests

Our Books, Our Wings: Books Nebraskans Read and Treasure. 337p. 4mf. L1 ED 319 055

Reading Material Selection

Mitigating the Effects of Negative Stereotyping of Aging and the Elderly in Primary Grade Reading Instruction. 19p. 1mf. L1 ED 319 015

Reading Materials

Supporting Emergent Literacy among Young American Indian Students. 3p. 1mf. L1 ED 319 581

Reading Processes

College and Adult Reading VII: The Seventh Yearbook of the North Central Reading Association. 171p. 2mf. L1 ED 318 990

Effect of Feedback on the Illusion of Knowing and Comprehension Monitoring of College Students. 18p. 1mf. L1 ED 319 003

Recall of Information Separating Two Inconsistent Propositions: An Experimental Test of the "Cognitive Dumping" Hypothesis. 13p. 1mf. L1 ED 319 004

Reading Programs

Chapter I Reading Skills Center Program 1988-89. Evaluation Section Report. 48p. 1mf. L1 ED 319 009

Curricular Experiences of Low Achieving First Graders in a Whole Language Program. 23p. 1mf. L1 ED 319 007

Shared Visions, Double Vision, and Changing Perspectives: A College/School Parent Participation Program. 33p. 1mf. L1 ED 319 833

Reading Rate

Relationship of Text Schemata to Comprehension Monitoring among 3rd, 4th, and 6th Grade Students. 12p. 1mf. L1 ED 319 002

Reading Readiness

Reading: Preschool--Practice in Basic Reading Skills. 132p. 2mf. L2 ED 319 032

Reading Skills

All the King's Horses and Men, Basic Skills, and Whole Language. 15p. 1mf. L1 ED 319 016

Chapter 1 Reading Skills Center Program 1988-89. Evaluation Section Report. 48p. 1mf. L1 ED 319 009

College and Adult Reading XIV: The Fourteenth Yearbook of the North Central Reading Association. 195p. 3mf. L1 ED 318 997

Effect of Amount of Intervening Text on Detection of Semantic Inconsistencies by Competent and Less Competent College Readers. 18p. 1mf. L1 ED 319 005

Language Arts Grade 8, Item Specifications. Minimum Performance Test. 42p. 1mf. L1 ED 319 044

Phonics Skills: Practice Book A, Initial Consonants. Practice in Basic Phonics Skills for Students of All Ages. 98p. 2mf. L2 ED 319 027

Phonics Skills: Practice Book B, Medial and Final Consonants. Practice in Basic Phonics Skills for Students of All Ages. 98p. 2mf. L2 ED 319 028

Phonics Skills: Practice Book C, Short and Long Vowels. Practice in Basic Phonics Skills for Students of All Ages. 98p. 2mf. L2 ED 319 029

Phonics Skills: Practice Book D, Vowel Combinations. Practice in Basic Phonics Skills for Students of All Ages. 98p. 2mf. L2 ED 319 030

Phonics Skills: Practice Book E, Blends and Digraphs. Practice in Basic Phonics Skills for Students of All Ages. 98p. 2mf. L2 ED 319 031

Reading Grade 6, Item Specifications. Minimum Performance Test. 43p. 1mf. L1 ED 318 999

Reading Grade 8, Item Specifications. Minimum Performance Test. 40p. 1mf. L1 ED 319 000

Reading Strategies

College and Adult Reading IX: The Ninth Yearbook of the North Central Reading Association. 217p. 3mf. L1 ED 318 992

Microstudy: An Experiment in Second Language Reading Comprehension. 15p. 1mf. L1 ED 319 574

(Continued)

Reading Strategies *(Continued)*
Reasoning and Comprehension Processes of Linguistic Minority Persons Learning from Text.
136p. 2mf. L1 ED 319 230

Reading Teachers
All the King's Horses and Men, Basic Skills, and Whole Language.
15p. 1mf. L1 ED 319 016
Reading Leadership: Strategies for Administrators, Supervisors, and Consultants.
231p. 3mf. L2 ED 318 989

Reading Tests
Essential Skills Reading Test Blueprint. (Fifth Edition).
84p. 1mf. L1 ED 319 766
Investigating Differences in Mean Score on Adaptive and Paper and Pencil Versions of the College Level Academic Skills Reading Test.
12p. 1mf. L1 ED 319 791
Use of the Cloze Procedure To Measure Reading Comprehension and Language Ability of the Deaf.
89p. 1mf. L2 ED 319 185

Reading Writing Relationship
Thought/Reading/Writing Connection: How To Connect.
34p. 1mf. L1 ED 319 012
Writing To Read 1988-89. Evaluation Section Report.
67p. 1mf. L1 ED 319 050

Reagan Administration
One Nation, Indivisible: The Civil Rights Challenge for the 1990s.
659p. 7mf. L1 ED 319 835

Recall (Psychology)
First Grade Children's Comprehension and Recall of "Noodle Doodle Box." A Final Report.
168p. 2mf. L1 ED 319 532
Recall of Information Separating Two Inconsistent Propositions: An Experimental Test of the "Cognitive Dumping" Hypothesis.
13p. 1mf. L1 ED 319 004

Recordkeeping
CASE: Instructions and Data Specification for Reporting DHHS Obligations to Institutions of Higher Education and Other Nonprofit Organizations. FY 1989. Volume 1.
31p. 1mf. L1 ED 319 288

Recreation
Abstracts of Research Papers 1990. Presented at the Annual Convention Consortium Meetings of the American Alliance for Health, Physical Education, Recreation and Dance (New Orleans, Louisiana, March 28-31, 1990).
355p. 4mf. L2 ED 319 701

Recreational Programs
Evaluating Recreation Programmes with Disabled Participants.
7p. 1mf. L1 ED 319 714
Summer Options for Teenagers.
637p. 7mf. L1 ED 319 182

Recreational Reading
Our Books, Our Wings: Books Nebraskans Read and Treasure.
337p. 4mf. L1 ED 319 055

Recruitment
Montgomery GI Bill. Hearings before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, One Hundred First Congress, First Session (September 14 and 21, 1989).
473p. 5mf. L1 ED 318 895

Recycling
Wast Away--Information and Activities for Investigating Trash Problems and Solutions for Upper Elementary and Junior High School Students.
133p. 2mf. L1 ED 319 620

Reentry Students
Characteristics of "Established" Students: A Descriptive Study of Married 30-50 Year Old Reentry Students. Teaching Learning Issues No. 67.
20p. 1mf. L1 ED 318 882

Reference Materials
Japan and Northeast Asia: A Selected Bibliography and Guide to Research at Tutt Library.
25p. 1mf. L1 ED 319 667

Referral
Evaluatinag Case Study Methods Used To Diagnose Behavior Disorders.
19p. 1mf. L1 ED 319 177

Refugee Camps
Teaching/Training Social Language in Galang Refugee Camp: A Learning Process.
100p. 2mf. L1 ED 319 239

Regional Characteristics
Industrial Change and Black Men's Relative Earnings: Final Report.
54p. 1mf. L2 ED 319 861

Regional Programs
Southern Rural Development Center Annual Progress Report, 1989. SRDC Series No. 118.
17p. 1mf. L1 ED 319 561

Registers (Linguistics)
NCELTR Literacy Project.
9p. 1mf. L1 ED 319 267

Regression (Statistics)
Simultaneous Replication: A Technique for Large-Scale Research.
24p. 1mf. L1 ED 319 799

Regular and Special Education Relationship
Regular Education Initiative (REI): Where Do Students with Learning Disabilities Fit?
8p. 1mf. L1 ED 319 211

Rehabilitation
Aphasia Rehabilitation in Asia and the Pacific Region: Japan, China, India, Australia and New Zealand. Monograph #45.
90p. 1mf. L1 ED 319 225
Assistive Technology Resource Directory.
73p. 1mf. L1 ED 319 191
Educating Handicapped Young People in Eastern and Southern Africa in 1981-83.
157p. 2mf. L2 ED 319 218
Prevention, The Beginning of the Rehabilitation Process: A View from New Zealand. Monograph #46.
51p. 1mf. L1 ED 319 226

Rehabilitation Programs
Hearing on GAO Report on OSERS' Management. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives. One Hundred First Congress, First Session.
124p. 2mf. L1 ED 319 106
Review of Information on Institutionalized Youths and the ECIA Chapter I Neglected or Delinquent Program.
53p. 1mf. L1 ED 319 838

Relaxation Training
Relaxation Theory for Rural Youth. Research Bulletin No. 46.
48p. 1mf. L1 ED 319 575

Relevance (Education)
Instructional Alternatives: Rescue Strategies for At-Risk Students.
7p. 1mf. L2 ED 319 132

Reliability
Reliability of Using a Focused-Holistic Scoring Approach To Measure Student Performance on a Geometry Proof.
82p. 1mf. L1 ED 319 748
Social Capital, Value Consistency, and the Achievement Outcomes of Home Education.
17p. 1mf. L2 ED 319 744

Religion Studies
Some Consequences of Limited Literacy in Late Antiquity.
13p. 1mf. L1 ED 319 662

Religious Education
Chicago's Private Elementary and Secondary Schools: Enrollment Trends.
36p. 1mf. L1 ED 319 823

Remedial Instruction
Assessing Students with Special Needs: A Sourcebook for Analyzing and Correcting Errors in Academics.
174p. mf. L3 ED 319 685
Changing Fossilized Speech: What Does It Take?
21p. 1mf. L1 ED 319 265
D.S.E. Citywide Chapter 1, Part B Institutionalized Facilities Program 1988-89.
33p. 1mf. L1 ED 319 849
Detailed Analysis of Misconceptions as a Basis for Developing Remedial Instruction: The Case of Photosynthesis.
18p. 1mf. L1 ED 319 635
Developmental Studies Department Special Services Project: Rockland Community College, 1988-1989.
85p. 1mf. L1 ED 319 427

Remedial Programs
Developmental Studies Department Special Services Project: Rockland Community College, 1988-1989.
85p. 1mf. L1 ED 319 427
Enriching the Compensatory Education Curriculum for Disadvantaged Students. ERIC/CUE Digest No. 61.
4p. 1mf. L1 ED 319 876
School Community Education Program in New York City 1988-89. Volume I. OREA Evaluation Section Report.
107p. 2mf. L1 ED 319 869
Summer Academic Skills Enhancement Program. Final Evaluation Report.
37p. 1mf. L1 ED 319 860

Remedial Reading
Chapter 1 Reading Skills Center Program 1988-89. Evaluation Section Report.
48p. 1mf. L1 ED 319 009
College and Adult Reading X: The Tenth Yearbook of the North Central Reading Association.
225p. 3mf. L1 ED 318 993

Report Cards
Does Academic Performance Feedback Affect Children's Self-Esteem?
16p. 1mf. L1 ED 318 925

Research
Developing Skills in Geographical Education.
361p. 4mf. L1 ED 319 644
How University Professors Perceive the Profits Associated with Collaboration with External Funding Sources.
41p. 1mf. L1 ED 319 331

Research Administration
Reflections on Collaboration in the Office of Educational Research and Improvement. Background Paper.
19p. 1mf. L1 ED 319 401

Research and Development
Reflections on Collaboration in the Office of Educational Research and Improvement. Background Paper.
19p. 1mf. L1 ED 319 401
Selected Speeches, Addresses, Remarks, and Testimony of the Assistant Secretary of Education for Educational Research and Improvement, October 23-December 11, 1989.
89p. 1mf. L1 ED 319 108
1990 Agenda for the National Center for Research in Vocational Education.
43p. 1mf. L2 ED 318 870

Research and Instruction Units
NCELTR Literacy Project.
9p. 1mf. L1 ED 319 267

Research Coordinating Units
Reflections on Collaboration in the Office of Educational Research and Improvement. Background Paper.
19p. 1mf. L1 ED 319 401

Research Design
Linear versus Nonlinear Analysis in the Measurement of Effects in a Quasi-Experimental Design.
22p. 1mf. L1 ED 319 757
On the Need to Use Control Vignettes in Social Science Research.
32p. 1mf. L1 ED 319 657
Postsecondary Education Seminars Conference (12th, Airlie, Virginia, June 1-3, 1976). Final Report.
142p. 2mf. L1 ED 319 289
Practical Research in Motor Development/Learning.
13p. 1mf. L1 ED 319 706

Research Libraries
Handbook for Local Coordinators: Value-Added, Compact Disk, Union Catalog Test Phase.
38p. 1mf. L1 ED 319 407

Research Methodology
Assessing Student Performance: The Effect of Procedural Contrast between Training and Probe Conditions.
36p. 1mf. L1 ED 319 214
Basic Project Management Methodologies for Survey Researchers.
29p. 1mf. L1 ED 319 115
Ethnographic Approach for Examining Participants' Construction of a Cooperative Learning Classroom Culture.
38p. 1mf. L1 ED 319 083
Evaluating Post-School Transition of Secondary Students with Moderate to Severe Handicaps. Final Report.
42p. 1mf. L1 ED 319 202
Multiple Comparison Procedures when Population Variances Differ.
22p. 1mf. L1 ED 319 754
Putting the "But" Back in Meta-Analysis: Issues Affecting the Validity of Quantitative Reviews.
12p. 1mf. L1 ED 319 784
Simultaneous Replication: A Technique for Large-Scale Research.
24p. 1mf. L1 ED 319 799
Statistical Methods Used in "American Educational Research Journal," "Journal of Educational Psychology," and "Sociology of Education" from 1972 through 1987.
34p. 1mf. L1 ED 319 797
Student Journals: A Strategy for Teaching Research Methodology to Undergraduate Students.
14p. 1mf. L1 ED 319 307
Theory and Concepts in Qualitative Research: A Theory of Methodology in a Study of Directed Change.
27p. 1mf. L1 ED 319 759
Variations in Mail Survey Procedures: Comparison of Response Rates and Cost.
12p. 1mf. L1 ED 319 803

Research Papers (Students)
Student Journals: A Strategy for Teaching Research Methodology to Undergraduate Students.
14p. 1mf. L1 ED 319 307

Research Problems
Substance Abuse among Juvenile Delinquents and Gang Members. Prevention Research Update Number Six, Spring 1990.
43p. 1mf. L1 ED 319 149
Terminological Interference in the Study of the Social Aspects of Language.
14p. 1mf. L1 ED 319 236

Research Projects
Development of a Computer-Based Instructional Management System through School-University Collaboration.
10p. 1mf. L1 ED 319 102
Maternal and Child Health Research Program: I. Active Projects, 1988.
200p. 3mf. L1 ED 319 188
Secondary Transition Intervention Effectiveness: Fourth Annual Report.
145p. 2mf. L1 ED 319 222

Research Reports
Educational Neglect: Reform Reports and the Schooling of American Indians.
37p. 1mf. L1 ED 319 555

Research Results
Early Admission to Kindergarten and First Grade.
8p. 1mf. L1 ED 319 528

Research Skills
Student Journals: A Strategy for Teaching Research Methodology to Undergraduate Students.
14p. 1mf. L1 ED 319 307

Research Suggestions
Gender Differences in Educational Attainment among Asian Americans in the High-School-and-Beyond Senior-Cohort Third Follow-Up Survey.
18p. 1mf. L1 ED 319 844
Review of Research on School Desegregation's Impact on Elementary and Secondary School Students.
54p. 1mf. L1 ED 319 825
Review of Research on School Desegregation's Impact on Black Americans.
78p. 1mf. L1 ED 319 826

Research Summaries
Believing Once Again: Solutions Addressing the Plight of Challenged Youth. Executive Summary.
23p. 1mf. L1 ED 319 817
Common Destiny: Blacks and American Society. Summary and Conclusions.
48p. 1mf. L1 ED 319 822
Magnet Schools. Recent Developments and Perspectives.
228p. mf. L3 ED 319 840

Research Tools
Japan and Northeast Asia: A Selected Bibliography and Guide to Research at Tutt Library.
25p. 1mf. L1 ED 319 667

Research Utilization
Advancing Technology Use: Barriers to Research Utilization.
29p. 1mf. L1 ED 319 189
Application of Research to the Teaching of Basketball at the Elementary School Level.
36p. 1mf. L1 ED 319 696
Equal Opportunity in the Classroom--Making Teachers Aware.
17p. 1mf. L1 ED 319 691
Linking Outcomes Assessment and the Freshman Experience.
16p. 1mf. L1 ED 319 291

Researchers
Consensus on Desirable Characteristics of Mail Questionnaires: Illusion or Reality?
23p. 1mf. L1 ED 319 804
Disciplinary Differences in Faculty Conformity to the Norms of Science: Are Norms Compensatory Integrating Mechanisms for Professional Fragmentation?
16p. 1mf. L1 ED 319 329

Residence Requirements
Residency and Guardianship Requirements as Barriers to the Education of Homeless Children and Youth.
38p. 1mf. L1 ED 319 845

Residential Institutions
Implementation of an Initial Training Program for New Employees in a Profoundly Mentally and Physically Handicapped Children and Adult Residential Facility.
47p. 1mf. L2 ED 319 213

Resistance (Psychology)
Resistance to Learning? Student Reaction to Communicative Language Teaching.
13p. 1mf. L1 ED 319 232

Resource Allocation
Art of Investing School District Funds: Rules of the Game.
111p. 2mf. L2 ED 319 151
State Incentive Funding: Leveraging Quality.
7p. 1mf. L1 ED 319 294

Resource Centers
Lekotek Center. Check This Out Series.
4p. 1mf. L1 ED 319 409

Resource Materials
Linking Schools & Community Services: Resource Directory.
72p. 1mf. L1 ED 318 930
Locating Vocational Education Curricula. ERIC Digest No. 97.
3p. 1mf. L1 ED 318 915
SAT Preparation: Selected Resources.
46p. 1mf. L1 ED 319 809

Resources in Education
Resources in Education (RIE). Volume 25, Number 10.
p. mf. L2 ED 318 839

Response Rates (Questionnaires)
Variations in Mail Survey Procedures: Comparison of Response Rates and Cost.
12p. 1mf. L1 ED 319 803

Response Style (Tests)
How Accurate Are SAT Race Results?
9p. 1mf. L1 ED 319 807

Retirement
Discussions about Aging: Sweden and the United States.
73p. 1mf. L1 ED 318 850
Growing Old in Sweden.
53p. 1mf. L1 ED 318 846
Heading for Hardship: Retirement Income for American Women in the Next Century. Mother's Day Report 1990.
13p. 1mf. L1 ED 318 908
New Patterns of Transition to Retirement in West Germany.
25p. 1mf. L1 ED 318 851
Pension Portability for Educators: A Plan for the Future.
50p. 1mf. L2 ED 319 113
Snowbirds in the Sun Belt: Older Canadians in Florida.
128p. 2mf. L1 ED 318 842
Support Services for the Aged in Switzerland.
26p. 1mf. L1 ED 318 845

Retirement Benefits
Chinese Perspectives on Aging in the People's Republic of China.
50p. 1mf. L1 ED 318 848
Growing Old in Sweden.
53p. 1mf. L1 ED 318 846
Heading for Hardship: Retirement Income for American Women in the Next Century. Mother's Day Report 1990.
13p. 1mf. L1 ED 318 908
New Patterns of Transition to Retirement in West Germany.
25p. 1mf. L1 ED 318 851
Old Age Policy in France.
29p. 1mf. L1 ED 318 844
Older Women and Pensions: Catch 22. Gray Paper.
20p. 1mf. L1 ED 318 903
Ontario Universities Benefits Survey, 1989-90. Part II: Pensions.
49p. 1mf. L2 ED 319 318
Pension Portability for Educators: A Plan for the Future.
50p. 1mf. L2 ED 319 113
Projected Future Costs of AB123.
27p. 1mf. L1 ED 319 422
Support Services for the Aged in Switzerland.
26p. 1mf. L1 ED 318 845

Retraining
Preparing and Maintaining Workers. Report 11.
37p. 1mf. L1 ED 318 875

Retrenchment
Here's Looking at You. The Decade Reviewed.
9p. 1mf. L1 ED 319 284

Revenue Shortfall
Facts and Fables of State Spending. ISER Fiscal Policy Papers. No. 2.
17p. 1mf. L1 ED 319 559

Revision (Written Composition)
Collaborative Writing in a Second Grade Classroom.
16p. 1mf. L1 ED 319 069

Rhetoric
CCCC: Bibliography of Composition and Rhetoric, 1987.
192p. mf. L3 ED 319 054

Rhetorical Criticism
Interviewer as Critic: Distortion of the Voice in the Collection of Oral Narratives.
18p. 1mf. L2 ED 319 078

Rhetorical Invention
Knowledge of Composition.
18p. 1mf. L1 ED 319 048

Rhode Island
Professional Development for Rhode Island School Administrators.
53p. 1mf. L1 ED 319 097

Risk
Safety Management Systems.
30p. 1mf. L1 ED 318 896

Role Models
Comparison of American and African Students on Who Is Admired and Why.
13p. 1mf. L1 ED 319 498
Mentoring in 2 + 2 Programs: LISD/ACC 2 + 2 Articulation Project.
17p. 1mf. L1 ED 319 415
Mentoring Programs for At-Risk Youth: A Dropout Prevention Research Report.
38p. 1mf. L1 ED 318 931

Role of Education
Case for the Integration of Multicultural Education into the Curricula of Small Southern Rural Colleges and Universities.
25p. 1mf. L1 ED 319 549
Concept of Good Teaching in Universities around the World.
28p. 1mf. L1 ED 319 346
Vocational Training for Self Employment. ILO's Experience in Africa.
21p. 1mf. L1 ED 318 853

Role Perception
Student Career Journal. Hand in Hand: Mentoring Young Women. Book 3.
61p. 1mf. L1 ED 318 973

Rural Areas
Condition of Rural Education in Kentucky: A Profile.
14p. 1mf. L1 ED 319 579
Condition of Rural Education in Tennessee: A Profile.
13p. 1mf. L1 ED 319 578
Condition of Rural Education in Virginia: A Profile.
15p. 1mf. L1 ED 319 577
Condition of Rural Education in West Virginia: A Profile.
15p. 1mf. L1 ED 319 576
Integrating School Transportation Resources into Coordinated Rural Public Transportation Programs: A Proposal To Increase Access to Community Services for Transportation-Disadvantaged Persons.
21p. 1mf. L1 ED 319 565
Your Library Dream Can Become a Reality Too: The Clay Springs, Arizona, Story.
8p. 1mf. L1 ED 319 413

Rural Development
Culture, Gender and Education in Rural Development with Special Emphasis on Ethiopia.
16p. 1mf. L1 ED 319 480
Southern Rural Development Center Annual Progress Report, 1989. SRDC Series No. 118.
17p. 1mf. L1 ED 319 561
Vocational Training for Self Employment. ILO's Experience in Africa.
21p. 1mf. L1 ED 318 853

Rural Economics
Rural Disadvantage: Growing Income Disparities between Rural and Urban Areas.
31p. 1mf. L2 ED 319 857

Rural Education
Condition of Rural Education in Kentucky: A Profile.
14p. 1mf. L1 ED 319 579
Condition of Rural Education in Tennessee: A Profile.
13p. 1mf. L1 ED 319 578
Condition of Rural Education in Virginia: A Profile.
15p. 1mf. L1 ED 319 577
Condition of Rural Education in West Virginia: A Profile.
15p. 1mf. L1 ED 319 576
Directory of Organizations and Programs in Rural Education.
73p. 1mf. L1 ED 319 584
Factors Related to the Decisions of Rural Public High School Students to Participate in Vocational Education.
8p. 1mf. L1 ED 319 544
From Slates to Satellites. Report on Open Learning with New Technologies for Rural Communities.
43p. 1mf. L1 ED 319 396
Girls, Computers, and Amber Waves of Grain: Computer Equity Programming for Rural Teachers.
18p. 1mf. L1 ED 319 660
Professional Preparation for Rural Teachers: Growing Your Own.
9p. 1mf. L1 ED 319 542

Rural Extension
Southern Rural Development Center Annual Progress Report, 1989. SRDC Series No. 118.
17p. 1mf. L1 ED 319 561

Rural Schools
Capital Outlay: A Critical Concern in Rural Education. ERIC Digest.
3p. 1mf. L1 ED 319 583
Condition of Rural Education in Kentucky: A Profile.
14p. 1mf. L1 ED 319 579
Condition of Rural Education in Tennessee: A Profile.
13p. 1mf. L1 ED 319 578
Condition of Rural Education in Virginia: A Profile.
15p. 1mf. L1 ED 319 577
Condition of Rural Education in West Virginia: A Profile.
15p. 1mf. L1 ED 319 576
Distance Learning Evaluation Study, Phase I. A Study of North Dakota and Missouri Schools Implementing German I by Satellite. Descriptive Statistical Report.
54p. 1mf. L1 ED 319 382
Implementing Experiential Based Education in a Rural Setting.
51p. 1mf. L1 ED 319 560
Model for Integrating Children with Challenging Behaviors.
8p. 1mf. L1 ED 319 162
Preparing Women and Minorities as Rural School Administrators.
20p. 1mf. L2 ED 319 553
Project Redesign: A Cooperative School Improvement Program Involving Four Rural School Districts and Texas Tech University.
13p. 1mf. L1 ED 319 543
Results of an Inservice Workshop To Promote Science-Technology-Society (STS) Instructional Orientations.
11p. 1mf. L1 ED 319 595

Rural Urban Differences
Condition of Rural Education in Kentucky: A Profile.
14p. 1mf. L1 ED 319 579
Condition of Rural Education in Tennessee: A Profile.
13p. 1mf. L1 ED 319 578
Condition of Rural Education in Virginia: A Profile.
15p. 1mf. L1 ED 319 577
Condition of Rural Education in West Virginia: A Profile.
15p. 1mf. L1 ED 319 576
Laboring for Less: Working but Poor in Rural America.
71p. 1mf. L2 ED 319 566
Life Satisfaction in Rural and Urban Elderly: Nursing Home and Independent.
19p. 1mf. L1 ED 318 968
Rural Disadvantage: Growing Income Disparities between Rural and Urban Areas.
31p. 1mf. L2 ED 319 857

Rural Youth
College Attendance Patterns of Rural Youth: Results from Iowa's Class of 1983. One in a Series of Reports in NCREL's Rural Education Program.
52p. 1mf. L1 ED 319 557
Early Employment Experiences of Rural Youth: Early Results from Iowa's Class of 1983. One in a Series of Reports in NCREL's Rural Education Program.
23p. 1mf. L1 ED 319 558
International Rural Youth Issues: 1979-April 1988. Quick Bibliography Series.
17p. 1mf. L1 ED 319 562

Russian
Computer-Focused Russian Bilingual Instructional Program, 1988-89. OREA Report.
28p. 1mf. L1 ED 319 254

Safety
From Barrier Free to Safe Environments: The New Zealand Experience. Monograph #44.
110p. 2mf. L1 ED 319 224
Prevention, The Beginning of the Rehabilitation Process: A View from New Zealand. Monograph #46.
51p. 1mf. L1 ED 319 226
Student v. Union: Colleges at Risk.
6p. 1mf. L1 ED 319 277

Salaries
Annual Report on the Economic Status of the Profession, 1989-90.
97p. 2mf. L1 ED 319 292

Salary Wage Differentials
Heading for Hardship: Retirement Income for American Women in the Next Century. Mother's Day Report 1990.
13p. 1mf. L1 ED 318 908
Industrial Change and Black Men's Relative Earnings: Final Report.
54p. 1mf. L2 ED 319 861
Report on the Status of Midlife and Older Women in America. Mother's Day Report 1986.
9p. 1mf. L1 ED 318 905

Sales Taxes
General Sales Taxation. National Education Association Search.
23p. 1mf. L1 ED 319 100

Sampling
Two-Stage Sampling Procedures for Comparing Means When Population Distributions Are Non-Normal.
24p. 1mf. L1 ED 319 773

Satisfaction
Women's Sex-role Self-Concept: A Study of Career Choice and Satisfaction.
33p. 1mf. L1 ED 318 937

Scandinavia
Community Care of the Aged in Scandinavia.
54p. 1mf. L1 ED 318 849

Scenario Writing
Images of Potential Report of a Working Conference of the Learning Tomorrow Project (Racine, Wisconsin, January 1989).
41p. 1mf. L1 ED 319 383

Schemata (Cognition)
Preschool Children's Knowledge of Gender-Related Scripts and Schemata.
9p. 1mf. L1 ED 319 475
Relationship of Text Schemata to Comprehension Monitoring among 3rd, 4th, and 6th Grade Students.
12p. 1mf. L1 ED 319 002
Toward a Model of Expert Teachers' Knowledge Structures: The Identification of Common Features across Studies.
37p. 1mf. L1 ED 319 718

Scholarly Journals
Participation in the "Journal of College Student Development" as Authors and Editorial Board Members: A Gender Study.
6p. 1mf. L1 ED 318 980

Scholarship
Identification of the Significant Dimensions of Faculty Scholarship.
15p. 1mf. L1 ED 319 319

Scholastic Aptitude Test
How Accurate Are SAT Race Results?
9p. 1mf. L1 ED 319 807
SAT Preparation: Selected Resources.
46p. 1mf. L1 ED 319 809

School Administration
Alternate Approach to Retention and Healthier Student Roles.
16p. 1mf. L1 ED 318 970
Strategic Leadership for Schools: Creating and Sustaining Productive Change.
353p. mf. L3 ED 319 127

School Aides
Feasibility Study Concerning the Use of Volunteers at Germanna Community College.
13p. 1mf. L1 ED 319 435

School Based Management
Employee Participation Programs: Considerations for the School Site. Studies in Collective Bargaining.
39p. 1mf. L1 ED 319 109
Evolution of Shared Decision Making in School-Based Management.
7p. 1mf. L1 ED 319 131
High School Leaders and Their Schools. Volume II: Profiles of Effectiveness.
102p. 2mf. L2 ED 319 139
Our Children, Our Future.
208p. 3mf. L1 ED 319 841

School Budget Elections
Making Sense of School Budgets: A Citizen's Guide to Local Public Education Spending.
53p. 1mf. L1 ED 319 094

School Business Relationship
Academic Development Plan for the Island of Molokai in Hawaii, 1990-1996.
36p. 1mf. L1 ED 319 429
Advice to the Private Sector. Report 3.
23p. 1mf. L1 ED 318 873
Community Education and Economic Development: Activities in the Field and Potential New Models.
104p. 2mf. L1 ED 318 892
Exploring Common Ground: A Report on Business/Academic Partnerships.
227p. 3mf. L1 ED 319 314
Guide for Planning, Implementing, and Evaluating a Mentoring Program. Hand in Hand: Mentoring Young Women. Book 1.
114p. 2mf. L1 ED 318 971
How Do Community Colleges Serve Business and Industry? A Review of Issues Discussed in the Literature.
62p. 1mf. L1 ED 319 443
How University Professors Perceive the Profits Associated with Collaboration with External Funding Sources.
41p. 1mf. L1 ED 319 331

(Continued)

School Business Relationship *(Continued)*
Ideabook for Mentors. Hand in Hand: Mentoring Young Women. Book 2.
39p. 1mf. L1 ED 318 972
Improving Middle Schools in Boston: A Report on Boston Compact and School District Initiatives.
86p. 1mf. L1 ED 319 842
Leadership Practice: How I Raised One Hundred Thousand Dollars This Year with No Fund Raising Experience.
14p. 1mf. L1 ED 319 423
Mentoring in 2 + 2 Programs: LISD/ACC 2 + 2 Articulation Project.
17p. 1mf. L1 ED 319 415
Occupational Competencies. A Study of the Vocational-Technical Education Needs of the Agribusiness and Chemistry-Based Technology Industries.
46p. 1mf. L1 ED 318 861
Pennsylvania Council on Vocational Education 20th Annual Report.
48p. 1mf. L1 ED 318 883
School-Community-Business Partnerships. Building Foundations for Dropout Prevention.
57p. 1mf. L1 ED 318 894
Student Career Journal. Hand in Hand: Mentoring Young Women. Book 3.
61p. 1mf. L1 ED 318 973
School Choice
Controlled Choice in Boston: The First Year.
82p. 1mf. L1 ED 319 858
Magnet Schools. Recent Developments and Perspectives.
228p. mf. L3 ED 319 840
Profit-Seeking Schools.
16p. 1mf. L1 ED 319 867
School Community Education Program
School Community Education Program in New York City 1988-89. Volume I. OREA Evaluation Section Report.
107p. 2mf. L1 ED 319 869
School Community Education Program in New York City 1988-89. Volume II. OREA Evaluation Section Report.
105p. 2mf. L1 ED 319 870
School Community Education Program in New York City 1988-89. Volume III. OREA Evaluation Section Report.
109p. 2mf. L1 ED 319 871
School Community Education Program in New York City 1988-89. Volume IV. OREA Evaluation Section Report.
59p. 1mf. L1 ED 319 872

School Community Programs
Community Service: Learning by Doing. A Statement of the Council of Chief State School Officers.
8p. 1mf. L2 ED 319 138
Making Education Work for Mexican-Americans: Promising Community Practices. ERIC Digest.
3p. 1mf. L1 ED 319 580
School Community Relationship
Community Service: Learning by Doing. A Statement of the Council of Chief State School Officers.
8p. 1mf. L2 ED 319 138
Drug Abuse: A Community College Response.
11p. 1mf. L1 ED 319 419
Implementation Guide for Career Awareness In-School Exploring Program.
51p. 1mf. L1 ED 318 860
Leadership Practice: How I Raised One Hundred Thousand Dollars This Year with No Fund Raising Experience.
14p. 1mf. L1 ED 319 423
Linking Schools & Community Services: A Practical Guide.
74p. 1mf. L1 ED 318 929
Linking Schools & Community Services: Resource Directory.
72p. 1mf. L1 ED 318 930
Linking Schools with Human Service Agencies. ERIC/CUE Digest No. 62.
4p. 1mf. L1 ED 319 877
On Becoming an Institution of First Choice.
33p. 1mf. L1 ED 319 464
One-Person Development Office.
54p. 1mf. L1 ED 319 118
Report to Participants in School-Community Relations Survey.
17p. 1mf. L1 ED 319 103
School Crisis Network: A School and Mental Health Cooperative Effort.
23p. 1mf. L1 ED 318 979
School-Community-Business Partnerships. Building Foundations for Dropout Prevention.
57p. 1mf. L1 ED 318 894
Your Library Dream Can Become a Reality Too: The Clay Springs, Arizona, Story.
8p. 1mf. L1 ED 319 413
School Culture
Improving Schools from Within: Teachers, Parents, and Principals Can Make the Difference.
190p. mf. L3 ED 319 126
School Demography
Planning for Change: Fall 1988 Enrollment Update. Sixth Report in the "Planning for Change" Series.
86p. 1mf. L1 ED 319 440

School Desegregation
Controlled Choice in Boston: The First Year.
82p. 1mf. L1 ED 319 858
Magnet Schools. Recent Developments and Perspectives.
228p. mf. L3 ED 319 840
Review of Research on School Desegregation's Impact on Black Americans.
78p. 1mf. L1 ED 319 826
Review of Research on School Desegregation's Impact on Elementary and Secondary School Students.
54p. 1mf. L1 ED 319 825
School District Spending
Colorado 1988 Annual ECIA Chapter 2 Report: Public Law 97-35.
49p. 1mf. L1 ED 319 573
Cost-Effects Analysis of Year-Round Education Programs.
52p. 1mf. L1 ED 319 771
Making Sense of School Budgets: A Citizen's Guide to Local Public Education Spending.
53p. 1mf. L1 ED 319 094
Projected Future Costs of AB123.
27p. 1mf. L1 ED 319 422
School Districts
Capital Outlay: A Critical Concern in Rural Education. ERIC Digest.
3p. 1mf. L1 ED 319 583
June 1989 Grade Retention in Chicago Public Elementary Schools. Monitoring and Researching the Effects of School Reform in Chicago.
45p. 1mf. L1 ED 319 499
School Principal Selection Practices: Five Case Studies.
168p. 2mf. L1 ED 319 107
Study of Issues Related to the Implementation of Computer Technology in Schools. Final Report, July, 1981. Technical Report No. 2.
142p. 2mf. L1 ED 319 370
School Effectiveness
Bibliography of Research Related to Secondary Education.
136p. 2mf. L1 ED 319 147
Components of the Knowledge Base of Teacher Education: Questions Teacher Educators Have To Answer.
28p. 1mf. L1 ED 319 716
FACET Report. Toward 2001: An Odyssey of Excellence.
30p. 1mf. L1 ED 319 418
Instructional Leadership, School Goals, and Student Achievement: Exploring the Relationship between Means and Ends.
48p. 1mf. L1 ED 319 783
School Funds
Data Report on Programs for the Handicapped, 1988-89.
34p. 1mf. L1 ED 319 208

School Health Services
Just What the Doctor Should Have Ordered: A Prescription for Sex-Fair School Health Services.
178p. 2mf. L1 ED 319 142
Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #4.
119p. 2mf. L1 ED 319 302
School Holding Power
Assessing the Holding Power and Attractiveness of a School System for At-Risk Students.
17p. 1mf. L1 ED 319 753
Persistence and Graduation Rates at Germanna Community College, Fall Quarter 1981 through Fall Quarter 1986.
25p. 1mf. L1 ED 319 436
Year-Round Recruitment and Retention Plan.
60p. 1mf. L1 ED 319 117
School Libraries
Librarianship and Documentation Studies: A Handbook of Teaching and Learning Materials. Volume 3.
88p. 1mf. L1 ED 319 410
Right To Read: Censorship in the School Library. ERIC Digest.
4p. 1mf. L1 ED 319 067
School Personnel
Washington Community Colleges Academic Year Report, 1988-89.
77p. 1mf. L1 ED 319 426
School Policy
Current Practice: Is It Enough?
36p. 1mf. L1 ED 319 851
Engagement with Learning: The Student Perspective.
28p. 1mf. L1 ED 318 941
Graduate Student Handbook.
63p. 1mf. L1 ED 319 274
School Psychologists
Academic Skills Workshop: A Parent/Child Group Intervention To Stop School Failure.
6p. 1mf. L1 ED 318 961
Changes in Teacher Attributions of Student Problems Following Consultation.
11p. 1mf. L1 ED 318 981
Educating School Psychologists for Restructured Schools.
21p. 1mf. L1 ED 318 960
Recruitment Program for Critical Shortage Elementary Level Special Education Teachers and Related Service Personnel.
126p. 2mf. L1 ED 319 158
School Crisis Network: A School and Mental Health Cooperative Effort.
23p. 1mf. L1 ED 318 979
School Registration
Non-Credit Instructional Activities January 1, 1989 through June 30, 1989 with Trend Information from 1983.
582p. 7mf. L1 ED 319 326
School Responsibility
Family Support: Education and Involvement. A Guide for State Action.
71p. 1mf. L2 ED 319 112
Study of Students at Risk.
20p. 1mf. L1 ED 319 019
School Restructuring
Current Practice: Is It Enough?
36p. 1mf. L1 ED 319 851
Educating School Psychologists for Restructured Schools.
21p. 1mf. L1 ED 318 960
Education Politics for the New Century: The Twentieth Anniversary Yearbook of the Politics of Education Association. Falmer Press Education Policy Perspectives Series.
178p. 2mf. L1 ED 319 140
Educational Excellence Act of 1989. Hearing on S. 695 To Promote Excellence in American Education by Recognizing and Rewarding Schools, Teachers, and Students for Their Outstanding Achievements, Enhancing Parental Choice, Encouraging the Study of Science, Mathematics, and Engineering, and for Other Purposes, before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United States Senate, One Hundred First Congress, First Session.
341p. 4mf. L1 ED 319 105
Increasing Teacher Autonomy through Shared Governance: Effects on Policy Making and Student Outcomes.
30p. 1mf. L2 ED 319 096
Our Children, Our Future.
208p. 3mf. L1 ED 319 841
Voices in American Education: Conversations with Patricia Biehl, Derek Bok, Daniel Callahan, Robert Coles, Edwin Dorn, Georgie Anne Geyer, Henry Giroux, Ralph Ketcham, Christopher Lasch, Elizabeth Minnich, Frank Newman, Robert Payton, Douglas Sloan, and Manfred Stanley.
220p. mf. L3 ED 319 137
School Role
Assessing and Dealing with School-Related Stress in Grades 3-12 Students.
25p. 1mf. L1 ED 318 924
Proficiency and the Schools.
20p. 1mf. L1 ED 319 743
Role of Education in Drug Abuse Programs.
32p. 1mf. L1 ED 318 933
School Schedules
Class Scheduling Preferences.
36p. 1mf. L1 ED 319 351
School Support

General Sales Taxation. National Education Association Search.
23p. 1mf. L1 ED 319 100
Personal Income Taxation. National Education Association Search.
30p. 1mf. L1 ED 319 099
Property Taxation. National Education Association Search.
21p. 1mf. L1 ED 319 098
Understanding State School Finance Formulas. National Education Association Search.
27p. 1mf. L1 ED 319 101
School Taxes
Financing Child Care through Local Taxes: One City's Bold Attempt.
45p. 1mf. L1 ED 319 531
Schools
Some Consequences of Limited Literacy in Late Antiquity.
13p. 1mf. L1 ED 319 662
Schools of Education
NCPEA--UCEA: Converging Missions.
11p. 1mf. L1 ED 319 114
Survey of AASCU Institutions: Compliance with Selected NCATE Standards at the Advanced Level.
28p. 1mf. L1 ED 319 694
Science Activities
Wast Away--Information and Activities for Investigating Trash Problems and Solutions for Upper Elementary and Junior High School Students.
133p. 2mf. L1 ED 319 620
Science and Society
Evaluation of Science and Geography Documents and Texts in Ontario Schools from an Environmental Perspective.
208p. 3mf. L1 ED 319 615
Recent Developments in College Level Environmental Studies Courses and Programs. ERIC/SMEAC Environmental Education Digest No. 2, 1988.
4p. 1mf. L1 ED 319 629
Results of an Inservice Workshop To Promote Science-Technology-Society (STS) Instructional Orientations.
11p. 1mf. L1 ED 319 595
Science Curriculum
Attitudes toward a Simulation Based Chemistry Curriculum for Nursing Students.
8p. 1mf. L1 ED 319 605
Teachers' Degree of Satisfaction Concerning the Implementation of an Inquiry-Oriented Secondary Biology Course.
25p. 1mf. L1 ED 319 607
Science Education
MESA/MEP at American River College: Year One Evaluation Report.
45p. 1mf. L1 ED 319 472
Science Preparation of Elementary Teachers.
19p. 1mf. L1 ED 319 602

Science, Sciencing and Science Education: An Integrated Approach to Science Education in Early Childhood.
15p. 1mf. L1 ED 319 525
Science Education Research
Research in Science Education, Volume 17. Selections of Refereed Papers from the Annual Conference of the Australian Science Education Research Association (18th, Wagga Wagga, New South Wales, Australia, July 1987).
270p. 3mf. L1 ED 319 587
Science Experiments
Teaching Science to the Gifted.
37p. 1mf. L1 ED 319 157
Science History
Historical Shifts in the Use of Analogy in Science. Technical Report No. 498.
36p. 1mf. L1 ED 318 987
Science Instruction
Affecting Preservice Elementary Teachers' Attitudes toward Inquiry Teaching in Science through Projects with Individual Children.
11p. 1mf. L1 ED 319 596
Cognitive Conflict and Cooperative Learning.
13p. 1mf. L1 ED 319 598
Effects of an Innovative Activity-Centered Biology Program on Attitude toward Elementary Teachers.
14p. 1mf. L1 ED 319 612
Effects of Encouragement or Discouragement for Using Hands-On Science Activities upon Teaching Style.
13p. 1mf. L1 ED 319 608
Language Development through Holistic Learning (Mathematics, Art, Science, Technology, and Education Resources). Project MASTER, 1988-89. OREA Report.
24p. 1mf. L1 ED 319 253
Science, Sciencing and Science Education: An Integrated Approach to Science Education in Early Childhood.
15p. 1mf. L1 ED 319 525
Teaching Science to the Gifted.
37p. 1mf. L1 ED 319 157
Science Materials
Air Quality and Pollution. Environmental Studies. 4 Color Transparencies, Reproducibles & Teaching Guide. Grade 3, 4, 5.
29p. 1mf. L2 ED 319 624
Assessment of What Grade 5 Students Know about Science Text and Science Reading. A Preliminary Report.
53p. 1mf. L1 ED 319 589
Energy and the Environment. Environmental Studies. 4 Color Transparencies, Reproducibles & Teaching Guide. Grade 3, 4, 5.
31p. 1mf. L2 ED 319 627
Exploring the Universe. Science Series Grades 4, 5, 6.
38p. 1mf. L2 ED 319 623

Flight. Science Series Grades 4, 5, 6.
37p. 1mf. L2 ED 319 622
Land Resources and Pollution. Environmental Studies. 4 Color Transparencies, Reproducibles & Teaching Guide. Grade 3, 4, 5.
30p. 1mf. L2 ED 319 626
Water Quality and Pollution. Environmental Studies. 4 Color Transparencies, Reproducibles & Teaching Guide. Grade 3, 4, 5.
29p. 1mf. L2 ED 319 625
Science Teachers
"Making Sense of Constructivism in Preservice: A Case Study."
25p. 1mf. L1 ED 319 600
Affecting Preservice Elementary Teachers' Attitudes toward Inquiry Teaching in Science through Projects with Individual Children.
11p. 1mf. L1 ED 319 596
Assessment of Laboratory Skills of Science Teachers via a Multi-Methods Approach.
19p. 1mf. L1 ED 319 762
Effects of Encouragement or Discouragement for Using Hands-On Science Activities upon Teaching Style.
13p. 1mf. L1 ED 319 608
Further Development of an Elementary Science Teaching Efficacy Belief Instrument: A Preservice Elementary Scale.
30p. 1mf. L1 ED 319 601
Science Preparation of Elementary Teachers.
19p. 1mf. L1 ED 319 602
Staff Development Workshops for High School Science Teachers of Limited English Proficient Students 1988-89.
21p. 1mf. L1 ED 319 611
Teacher Knowledge and the Language of Science Teaching.
26p. 1mf. L1 ED 319 613
Teachers' Degree of Satisfaction Concerning the Implementation of an Inquiry-Oriented Secondary Biology Course.
25p. 1mf. L1 ED 319 607
What Do Prospective Science Teachers Understand about the Nature of Science?
13p. 1mf. L1 ED 319 603
Science Teaching Centers
Natural Science Centers: Directory.
429p. 5mf. L2 ED 319 619
Science Technology and Society Courses
Results of an Inservice Workshop To Promote Science-Technology-Society (STS) Instructional Orientations.
11p. 1mf. L1 ED 319 595
Science Tests
Current State Science Assessments: Is Something Better Than Nothing?
30p. 1mf. L1 ED 319 763
Relationship between Students' Learning Strategies and the Change in their Chemical Misunderstandings during a High School Chemistry Course.
25p. 1mf. L1 ED 319 599
Scientific Concepts
Research in Science Education, Volume 17. Selections of Refereed Papers from the Annual Conference of the Australian Science Education Research Association (18th, Wagga Wagga, New South Wales, Australia, July 1987).
270p. 3mf. L1 ED 319 587
Scientific Methodology
What Do Prospective Science Teachers Understand about the Nature of Science?
13p. 1mf. L1 ED 319 603
Scientific Research
Disciplinary Differences in Faculty Conformity to the Norms of Science: Are Norms Compensatory Integrating Mechanisms for Professional Fragmentation?
16p. 1mf. L1 ED 319 329
Scores
Gender, Teaching Methods and ACT Scores.
16p. 1mf. L1 ED 318 964
Recent Trends in Achievement Test Scores: Which Students Are Improving, and on What Levels of Skill Complexity?
30p. 1mf. L1 ED 319 777
Scoring
Dichotomous Search Strategies for Computerized Adaptive Testing.
21p. 1mf. L1 ED 319 749
Essential Skills Reading Test Blueprint. (Fifth Edition).
84p. 1mf. L1 ED 319 766
Improving Prediction by Correcting Test Scores for Person Disturbances Using the Rasch Model.
5p. 1mf. L1 ED 319 768
Increasing Score Reliability with Item-Pattern Scoring: An Empirical Study in Several Score Metrics.
24p. 1mf. L1 ED 319 800
On the Twelfth Day of Testing My District Gave to Me a Useful Testing Strategy.
33p. 1mf. L1 ED 319 751
Relevant Writing Assessment: Instructionally-Sound Alternative Testing.
30p. 1mf. L1 ED 319 752
Reliability of Using a Focused-Holistic Scoring Approach To Measure Student Performance on a Geometry Proof.
82p. 1mf. L1 ED 319 748
Screening Tests
Knocking on Kindergarten's Door: Who Gets In? Who's Kept Out?
26p. 1mf. L1 ED 319 539
Using Readiness Tests To Route Kindergarten Students: The Snarled Intersection of Psychometrics, Policy, and Practice.
46p. 1mf. L1 ED 319 540

Validity and Reliability of Instruments Used in Identifying Gifted and Talented Students.
39p. 1mf. L1 ED 319 159
Scripts (Knowledge Structures)
Gender Schematization and Gender Scripts: Sometimes a Little Knowledge Can Be Dangerous.
34p. 1mf. L1 ED 319 473
Preschool Children's Knowledge of Gender-Related Scripts and Schemata.
9p. 1mf. L1 ED 319 475
Search Strategies
Dichotomous Search Strategies for Computerized Adaptive Testing.
21p. 1mf. L1 ED 319 749
On the Nature and Function of Explanation in Intelligent Information Retrieval.
14p. 1mf. L1 ED 319 412
Second Language Learning
Microstudy: An Experiment in Second Language Reading Comprehension.
15p. 1mf. L1 ED 319 574
Proficiency and the Schools.
20p. 1mf. L1 ED 319 743
Second Language Programs
Two-Way Integrated Bilingual Education.
87p. 1mf. L1 ED 319 859
Secondary Education
Bibliography of Research Related to Secondary Education.
136p. 2mf. L1 ED 319 147
Summer Options for Teenagers.
637p. 7mf. L1 ED 319 182
Secondary School Mathematics
Accountability in Mathematics Education. ERIC/SMEAC Mathematics Digest No. 3, 1988.
4p. 1mf. L1 ED 319 628
Curriculum and Evaluation Standards for Mathematics Education. ERIC/SMEAC Mathematics Education Digest No. 1, 1990.
4p. 1mf. L1 ED 319 630
Effects of Grouping Patterns in a Cooperative Learning Environment on Student Academic Achievement.
50p. 1mf. L1 ED 319 617
Preliminary Report--State Indicators of Science and Mathematics Education: Course Enrollments and Teachers.
76p. 1mf. L2 ED 319 621
Reshaping School Mathematics: A Philosophy and Framework for Curriculum.
72p. 1mf. L2 ED 319 588
Social Class and Ability Group Placement in Mathematics in the Transition to Seventh Grade: The Role of Parental Involvement.
29p. 1mf. L1 ED 319 591

Teaching and Learning about Graphing through Computer-Assisted Problem Solving: Issues in the Design and Interpretation of Graphs, the Design and Use of Educational Software, and Classroom Research Methodology.
256p. 3mf. L1 ED 319 594
Trends in High School Math and Science Course Taking: Effects of Gender and Ethnicity.
32p. 1mf. L1 ED 319 593
Secondary School Science
Attitude and Secondary School Science Students' Intention To Enroll in Physics: An Application of the Theory of Planned Behavior.
32p. 1mf. L1 ED 319 631
Detailed Analysis of Misconceptions as a Basis for Developing Remedial Instruction: The Case of Photosynthesis.
18p. 1mf. L1 ED 319 635
Exploration of Factors Influencing the Career Preferences of Junior High Students.
33p. 1mf. L1 ED 319 632
Preliminary Report--State Indicators of Science and Mathematics Education: Course Enrollments and Teachers.
76p. 1mf. L2 ED 319 621
Relationship between Students' Learning Strategies and the Change in their Chemical Misunderstandings during a High School Chemistry Course.
25p. 1mf. L1 ED 319 599
Staff Development Workshops for High School Science Teachers of Limited English Proficient Students 1988-89.
21p. 1mf. L1 ED 319 611
Teacher Knowledge and the Language of Science Teaching.
26p. 1mf. L1 ED 319 613
Teachers' Degree of Satisfaction Concerning the Implementation of an Inquiry-Oriented Secondary Biology Course.
25p. 1mf. L1 ED 319 607
Transfer Problems, Lost Keys, and Lampposts: A Historical Perspective as a Guide for Future Research.
14p. 1mf. L1 ED 319 634
Trends in High School Math and Science Course Taking: Effects of Gender and Ethnicity.
32p. 1mf. L1 ED 319 593
Wast Away--Information and Activities for Investigating Trash Problems and Solutions for Upper Elementary and Junior High School Students.
133p. 2mf. L1 ED 319 620
Secondary School Students
Assessing and Dealing with School-Related Stress in Grades 3-12 Students.
25p. 1mf. L1 ED 318 924
Characteristics of Migrant Secondary Students: Outreach Meeting Report (1st, Silver Bay, New York, October 24-26, 1988).
18p. 1mf. L1 ED 319 550
Development of a New Simultaneous Processing Scale.
16p. 1mf. L1 ED 319 770
Essential Skills Reading Test Blueprint. (Fifth Edition).
84p. 1mf. L1 ED 319 766
Findings from the NELS:88 Base Year Student Survey.
61p. 1mf. L1 ED 319 747
Secondary School Teachers
Assessment of Laboratory Skills of Science Teachers via a Multi-Methods Approach.
19p. 1mf. L1 ED 319 762
Grading and Evaluation Practices and Policies of School Teachers.
58p. 1mf. L1 ED 319 782
Model of the Influences on Teacher Practice and Student Learning: Case Studies of Twelve Teachers Inform Preservice and Inservice Teacher Education.
39p. 1mf. L1 ED 319 710
Novices, Experts, Veterans, and Masters: The Role of Content and Pedagogical Knowledge in Evaluating Teaching.
19p. 1mf. L1 ED 319 815
Spanish Native Language Arts Staff Development Turnkey Training Program, Spring 1989. OREA Report.
17p. 1mf. L1 ED 319 249
Teacher's Portfolio--What Is Necessary and Sufficient? (A High School Biology Unit Plan as an Example.)
31p. 1mf. L1 ED 319 814
Violence in Schools. Research in Brief.
5p. 1mf. L1 ED 319 837
Secretaries
Directory of Colleges and Universities Granting Credits for Attainment of Rating as Certified Professional Secretary.
13p. 1mf. L1 ED 318 909
Selection Tools
Implementing Variable Selection Techniques in Regression.
23p. 1mf. L1 ED 319 805
Self Actualization
Growth and Conflict in Basic Writing.
12p. 1mf. L1 ED 319 056
Winning: A Post-Graduate Course in Succeeding in the Real World.
40p. 1mf. L1 ED 319 089
Self Concept
Assessment of Student Progress in Special Education: Mixed-Exceptionality versus Single-Exceptionality Programs. Research Report.
77p. 1mf. L1 ED 319 223
Do We See Ourselves as Others Infer: A Comparison of Self-Other Agreement on Multiple Dimensions of Self-Concept from Two Continents.

35p. 1mf. L1 ED 319 787
Graduating and Dropping Out of High School in the South Bronx.
14p. 1mf. L1 ED 319 852
Helping Minority High School Students Redefine their Self-Image through Culturally Sensitive Instruction.
18p. 1mf. L1 ED 319 831
Intrinsic Motivation, Perceived Competence, and Gender in a Controlling Situation.
13p. 1mf. L1 ED 318 982
Intrinsic Motivation, Self-Perception, and Their Effects on Black Urban Elementary Students.
58p. 1mf. L1 ED 319 864
Pupil Control in the School Climate.
36p. 1mf. L1 ED 319 692
Self Concept: Learning Disabled vs. Non-Learning Disabled College Students.
12p. 1mf. L1 ED 319 163
Women's Sex-role Self-Concept: A Study of Career Choice and Satisfaction.
33p. 1mf. L1 ED 318 937
Self Concept Measures
Self Concept: Learning Disabled vs. Non-Learning Disabled College Students.
12p. 1mf. L1 ED 319 163
Self-Concepts of Young Children Aged 5 to 8: Their Measurement and Multidimensional Structure.
44p. 1mf. L1 ED 319 789
Self Control
Control as a Moderator of Children's Responses to Angry Interactions.
25p. 1mf. L1 ED 319 526
Student Self-Management To Increase On-Task Behavior, Research Brief for Teachers T3.
3p. 1mf. L1 ED 319 227
Self Description Questionnaire
Self-Concepts of Young Children Aged 5 to 8: Their Measurement and Multidimensional Structure.
44p. 1mf. L1 ED 319 789
Self Description Questionnaire III
Do We See Ourselves as Others Infer: A Comparison of Self-Other Agreement on Multiple Dimensions of Self-Concept from Two Continents.
35p. 1mf. L1 ED 319 787
Self Destructive Behavior
Profile of Elder Abuse and Neglect in Tennessee.
21p. 1mf. L1 ED 319 725
Self Determination
Dilemmas of a Successful People's Education Movement in India.
58p. 1mf. L1 ED 319 095

Self Directed Groups
Collaborative Learning, Circa 1880.
14p. 1mf. L1 ED 318 865
Self Efficacy
Further Development of an Elementary Science Teaching Efficacy Belief Instrument: A Preservice Elementary Scale.
30p. 1mf. L1 ED 319 601
Secondary School Teachers' Courses of Action in Relation to Experience and Sense of Self-Efficacy.
18p. 1mf. L1 ED 319 715
Self Employment
Primer on Entrepreneurial Education for Community Educators.
72p. 1mf. L1 ED 318 893
Vocational Training for Self Employment. ILO's Experience in Africa.
21p. 1mf. L1 ED 318 853
Self Esteem
Body Image and Self-Esteem in Normal Weight Women.
13p. 1mf. L1 ED 318 983
Does Academic Performance Feedback Affect Children's Self-Esteem?
16p. 1mf. L1 ED 318 925
Study of Self-Esteem in Adopted Non-adopted Adolescents.
24p. 1mf. L1 ED 318 940
Self Evaluation (Groups)
Assessment Proposal: Genesee Community College, 1990.
19p. 1mf. L1 ED 319 438
Seven Principles for Good Practice in Undergraduate Education: Faculty Inventory. Institutional Inventory.
32p. 1mf. L1 ED 319 293
Self Evaluation (Individuals)
Assessment of What Grade 5 Students Know about Science Text and Science Reading. A Preliminary Report.
53p. 1mf. L1 ED 319 589
Attributions or Retributions: Student Ratings and the Perceived Causes of Performance.
69p. 1mf. L1 ED 319 764
Examination of the Relationship between Self-Perceived Physical Attractiveness and Social Competence.
26p. 1mf. L1 ED 318 935
Intrinsic Motivation, Perceived Competence, and Gender in a Controlling Situation.
13p. 1mf. L1 ED 318 982
Knowing Your Audience: Pre- and Post-Assessment of Preservice Teachers' Attitudes and Perceptions.
22p. 1mf. L1 ED 319 684
Seven Principles for Good Practice in Undergraduate Education: Faculty Inventory. Institutional Inventory.
32p. 1mf. L1 ED 319 293
(Continued)

Self Evaluation (Individuals) *(Continued)*
Students' Predictions of Test Grades: Calibration and Metacognition. 6p. 1mf. L1 ED 319 812

Self Management
Student Self-Management To Increase On-Task Behavior, Research Brief for Teachers T3. 3p. 1mf. L1 ED 319 227

Self Monitoring
Behavior Modification Project: Reducing and Controlling Calling Out Behaviors. 12p. 1mf. L1 ED 319 171

Self Motivation
Intrinsic Motivation, Perceived Competence, and Gender in a Controlling Situation. 13p. 1mf. L1 ED 318 982

Semantics
"Only" and Focus. 15p. 1mf. L1 ED 319 246

Semiconductor Devices
Automotive Electronics. Teacher Edition (Revised). 412p. 5mf. L2 ED 318 916

Seminars
Center for Core Studies at Brooklyn College. Executive Summary. 246p. 3mf. L1 ED 319 339
Emerging Collaborative Roles and New Team Approaches in Models of Support for Beginning Teachers in Southern New Jersey. 9p. 1mf. L1 ED 319 680
Trying a New Way: Innovative Teacher Certification Program for Teachers of Young Children--Duke University. 13p. 1mf. L1 ED 319 536

Semiotics
Evaluation Semiotic. 36p. 1mf. L1 ED 319 772

Sentence Combining
Process/Schmocess: Why Not Combine a Sentence or Two? 14p. 1mf. L1 ED 319 040

Serial Ordering
Instrument To Measure Spatial-Symbolic Information Processing Ability. 17p. 1mf. L1 ED 319 609

Severe Disabilities
"Optimal Practice Inventory for the Severely Handicapped Including Deaf/Blind." Results of the Survey. 43p. 1mf. L1 ED 319 174
"Survey of Agency Services to Persons Who Have Severe Disabilities." Results of the Survey. 20p. 1mf. L1 ED 319 175
Assessing Student Performance: The Effect of Procedural Contrast between Training and Probe Conditions. 36p. 1mf. L1 ED 319 214
Career Special Education Framework. 91p. 1mf. L1 ED 319 200
Evaluating Post-School Transition of Secondary Students with Moderate to Severe Handicaps. Final Report. 42p. 1mf. L1 ED 319 202
Guidelines for Integration of Learners with Severe Handicaps. Derived from Experiences of Indiana's Federal Statewide Systems Change Project. 135p. 2mf. L1 ED 319 173
Road Map to Transition for Young Adults with Severe Disabilities. 47p. 1mf. L1 ED 319 201
Tangible Symbol Systems: Symbolic Communication for Individuals with Multisensory Impairments. 68p. 1mf. L2 ED 319 154
Technology with Low Incidence Populations: Promoting Access to Education and Learning. 50p. 1mf. L1 ED 319 190

Severe Mental Retardation
Assessing Post-School Outcomes for Students with Moderate to Severe Mental Retardation. Project Report No. 89-1. 80p. 1mf. L1 ED 319 203
Implementation of an Initial Training Program for New Employees in a Profoundly Mentally and Physically Handicapped Children and Adult Residential Facility. 47p. 1mf. L2 ED 319 213

Severity (of Handicap)
Investigation of Subtypes and Severities of Learning Disabled Adults. 8p. 1mf. L1 ED 319 167

Sex Bias
Double Jeopardy--The Precarious Status of Women of Color: Issues of Race/Ethnicity and Gender at the Storrs Campus. The Status of Women at the University of Connecticut. 55p. 1mf. L1 ED 319 315
What We've Got Here Is a Failure To Communicate: Women's Studies in Professional Communication. 10p. 1mf. L1 ED 319 665

Sex Differences
Attractiveness and Leader Style: Evaluations of Male and Female Leaders by Male and Female Evaluators. 14p. 1mf. L1 ED 318 967
Comparison of American and African Students on Who Is Admired and Why. 13p. 1mf. L1 ED 319 498
Contributions of Fundamental Frequency, Formant Spacing, and Glottal Waveform to Talker Identification. Research on Speech Perception. Technical Report No. 5. 160p. 2mf. L1 ED 319 090
Culture, Gender and Education in Rural Development with Special Emphasis on Ethiopia. 16p. 1mf. L1 ED 319 480
Discourse Analysis of Collaborative Groups: Exploring the Role of Gender in Conversation. 44p. 1mf. L1 ED 319 049
Examination of the Relationship between Self-Perceived Physical Attractiveness and Social Competence. 26p. 1mf. L1 ED 318 935
Examination of the Relationship between Critical Thinking and Academic Success on a University Campus. 30p. 1mf. L1 ED 318 936
Exploration of Factors Influencing the Career Preferences of Junior High Students. 33p. 1mf. L1 ED 319 632
Gender Differences in Educational Attainment among Asian Americans in the High-School-and-Beyond Senior-Cohort Third Follow-Up Survey. 18p. 1mf. L1 ED 319 844
Gender, Teaching Methods and ACT Scores. 16p. 1mf. L1 ED 318 964
Intrinsic Motivation, Perceived Competence, and Gender in a Controlling Situation. 13p. 1mf. L1 ED 318 982
Investigation of the Differences in Attitude and Achievement between Male and Female Second and Fifth Grade Science Students. 13p. 1mf. L1 ED 319 614
Knocking on Kindergarten's Door: Who Gets In? Who's Kept Out? 26p. 1mf. L1 ED 319 539
Participation in the "Journal of College Student Development" as Authors and Editorial Board Members: A Gender Study. 6p. 1mf. L1 ED 318 980
Perceptions of Adult Men and Women Students in Higher Education. 23p. 1mf. L1 ED 319 348
Social Play in Toddlers: Teacher Intrusions. 15p. 1mf. L1 ED 319 529
Unequal Picture. Black, Hispanic, Asian and Native American Characters on Television. 50p. 1mf. L2 ED 319 366
Women's Dominance with Men Revisited: What if She Is More Intelligent? 11p. 1mf. L1 ED 318 966

Sex Discrimination
Health Care Financing and Midlife Women: A Sick System. Gray Paper. 14p. 1mf. L1 ED 318 904
Just What the Doctor Should Have Ordered: A Prescription for Sex-Fair School Health Services. 178p. 2mf. L1 ED 319 142
Older Women and Pensions: Catch 22. Gray Paper. 20p. 1mf. L1 ED 318 903
Picture of Health for Midlife and Older Women in America. Mother's Day Report 1987. 13p. 1mf. L1 ED 318 906
Road to Poverty: A Report on the Economic Status of Midlife and Older Women in America. Mother's Day Report 1988. 13p. 1mf. L1 ED 318 907
1990 Journal of the American Association of Women in Community and Junior Colleges. 49p. 1mf. L1 ED 319 424

Sex Education
AIDS Education: Gaps in Coverage Still Exist. 14p. 1mf. L1 ED 318 978
Just What the Doctor Should Have Ordered: A Prescription for Sex-Fair School Health Services. 178p. 2mf. L1 ED 319 142

Sex Fairness
Increasing Female Enrollment in Industrial Education. 6p. 1mf. L1 ED 318 879
Just What the Doctor Should Have Ordered: A Prescription for Sex-Fair School Health Services. 178p. 2mf. L1 ED 319 142
Minorities and Women in Educational Administration. 17p. 1mf. L1 ED 319 110
Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #1. 107p. 2mf. L1 ED 319 299
Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #2. 90p. 1mf. L1 ED 319 300
Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #3. 46p. 1mf. L1 ED 319 301
Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #4. 119p. 2mf. L1 ED 319 302
Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #5. 161p. 2mf. L1 ED 319 303
Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Final Report. 58p. 1mf. L1 ED 319 304
View from the Inside: An Action Plan for Gender Equity in New York State Educational Administration. Report of the Select Seminar on Women in Educational Administration. 35p. 1mf. L1 ED 319 144

Sex Role
Gender Schematization and Gender Scripts: Sometimes a Little Knowledge Can Be Dangerous. 34p. 1mf. L1 ED 319 473
Preschool Children's Knowledge of Gender-Related Scripts and Schemata. 9p. 1mf. L1 ED 319 475
Women's Sex-role Self-Concept: A Study of Career Choice and Satisfaction. 33p. 1mf. L1 ED 318 937

Sex Stereotypes
Attractiveness and Leader Style: Evaluations of Male and Female Leaders by Male and Female Evaluators. 14p. 1mf. L1 ED 318 967
Gender Schematization and Gender Scripts: Sometimes a Little Knowledge Can Be Dangerous. 34p. 1mf. L1 ED 319 473
What We've Got Here Is a Failure To Communicate: Women's Studies in Professional Communication. 10p. 1mf. L1 ED 319 665

Sexual Abuse
Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #4. 119p. 2mf. L1 ED 319 302

Sexual Attitudes
Discourse Analysis of Collaborative Groups: Exploring the Role of Gender in Conversation. 44p. 1mf. L1 ED 319 049

Sexual Harassment
Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #4. 119p. 2mf. L1 ED 319 302
Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #2. 90p. 1mf. L1 ED 319 300

Sexuality
AIDS: What Young Adults Should Know. Instructor's Guide. Student Guide. Second Edition. 111p. 2mf. L2 ED 319 700

Shakespeare (William)
Recurring Author: William Shakespeare, a Case Study through Content Analysis. 151p. 2mf. L1 ED 319 042

Shared Resources and Services
Exploring Common Ground: A Report on Business/Academic Partnerships. 227p. 3mf. L1 ED 319 314
Locating Vocational Education Curricula. ERIC Digest No. 97. 3p. 1mf. L1 ED 318 915
Technology & Access: The Electronic Doorway Library. 44p. 1mf. L1 ED 319 387

Sibling Relationship
Sibling Relationships in Adulthood. 11p. 1mf. L1 ED 318 953

Significant Others
Do We See Ourselves as Others Infer: A Comparison of Self-Other Agreement on Multiple Dimensions of Self-Concept from Two Continents. 35p. 1mf. L1 ED 319 787

Simulated Oral Proficiency Interview
Evaluation of Simulated Oral Proficiency Interviews as Measures of Spoken Language Proficiency. 13p. 1mf. L1 ED 319 231

Simulation
Competing Strategies for Planned Orthogonal Contrasts. 17p. 1mf. L1 ED 319 801
Conceptual Changes and Their Implications for Performance Assessment. Recent Developments in Methodology for Administrator Assessment Centers. 13p. 1mf. L1 ED 319 760
Evaluation of Simulated Oral Proficiency Interviews as Measures of Spoken Language Proficiency. 13p. 1mf. L1 ED 319 231
Measuring Task Proficiency with Tailored Response Testing. 6p. 1mf. L1 ED 319 776

Simultaneous Processing
Development of a New Simultaneous Processing Scale. 16p. 1mf. L1 ED 319 770

Simultaneous Research Replication
Simultaneous Replication: A Technique for Large-Scale Research. 24p. 1mf. L1 ED 319 799

Singapore
Alternative Model of Childcare: The Experience of the National Trades Union Congress of Singapore. 22p. 1mf. L1 ED 319 494

Site Selection
Establishing Clinical Training Sites: Rationale, Benefits and Perspective. 18p. 1mf. L1 ED 319 732

Sixteen Personality Factor Questionnaire
Manual for the Vocational Personality Report. 43p. 1mf. L1 ED 319 195

Skill Analysis
Critical Dimensions of Principals' Performance. 14p. 1mf. L1 ED 319 813

Skill Development
Gymnastics in Schools. 15p. 1mf. L1 ED 319 689
IMPACT: An Early Intervention Demonstration Project. Abbreviated Version. 21p. 1mf. L1 ED 318 954
Integrating Skills into the Teaching of World Civilization. 8p. 1mf. L1 ED 319 453
Strengthening Teacher Preparation for Motor Performance Skill Development--Motor Processes Approach. 20p. 1mf. L1 ED 319 713
Teaching Critical Thinking at the University Level: A Review of Some Empirical Evidence. 14p. 1mf. L1 ED 319 279
Teaching Independent Community Social Skills to the Multihandicapped. 120p. 2mf. L1 ED 319 212

Skill Development for Self Reliance
Vocational Training for Self Employment. ILO's Experience in Africa. 21p. 1mf. L1 ED 318 853

Slow Learners
Drawing Marginal Learners into the Big Picture. 54p. 1mf. L1 ED 319 193
Tips for Teaching Marginal Learners. 22p. 1mf. L1 ED 319 192

Slow Scan Television
Virginia Telemedia Systems for Administrative, Training and Educational Uses. 65p. 1mf. L1 ED 319 388

Small Businesses
Closing the Gap: Meeting the Small Business Training Challenge in Connecticut. 41p. 1mf. L1 ED 318 867
Entrepreneurial Education at the Postsecondary Level. 10p. 1mf. L1 ED 319 444
Teaching Entrepreneurship at the College Level. 9p. 1mf. L1 ED 319 446

Small Engine Mechanics
Major Appliance Repair. Teacher Edition. 662p. 7mf. L2 ED 318 920

Small Group Instruction
Teacher/Researcher Collaboration, Teacher Change, and Reading Group Discussions: "What Can't My Kids Do?" 14p. 1mf. L1 ED 319 014

Smoking
Determinants of Smoking Status of Black Urban Adolescents. 8p. 1mf. L1 ED 319 848

Social Action
Citizen Participation and Effective Political Parties: Mutual Exclusivity or Necessary Interdependence? 33p. 1mf. L1 ED 319 658

Social Attitudes
Adolescents and AIDS. ERIC Digest. 4p. 1mf. L1 ED 319 742

Social Behavior
Effects of Infant Day Care on Children's Social Behavior: An Examination of Within-Group Differences. 20p. 1mf. L1 ED 319 513

Social Capital
Social Capital, Value Consistency, and the Achievement Outcomes of Home Education. 17p. 1mf. L2 ED 319 744

Social Change
Common Destiny: Blacks and American Society. Summary and Conclusions. 48p. 1mf. L1 ED 319 822
Common Destiny: Blacks and American Society. 622p. mf. L3 ED 319 821
Ethical Perspectives on the Current Controversy Regarding Openness in Adoption. 17p. 1mf. L1 ED 319 477
Family Policy on the Community Level. 21p. 1mf. L1 ED 319 489
Head Start: The Nation's Pride, A Nation's Challenge. Recommendations for Head Start in the 1990's. The Report of the Silver Ribbon Panel. 75p. 1mf. L2 ED 319 500
Southeast's 21st Challenge...The Need To Build a Quality Workforce. 71p. 1mf. L1 ED 318 871
2020 Perfect Vision for the Next Century: An Environmental Scan. 128p. 2mf. L1 ED 319 451

Social Class
Social Class and Ability Group Placement in Mathematics in the Transition to Seventh Grade: The Role of Parental Involvement. 29p. 1mf. L1 ED 319 591

Social Development
Boundary Breakers: A Team Building Guide for Student Activity Advisers. 34p. 1mf. L2 ED 319 152

Social Environment
Challenges of Formative Testing: Conducting Situated Research in Classrooms. Technical Report No. 48. 7p. 1mf. L2 ED 319 380
Wading In: John Dewey, Paulo Freire, the Chicago Transit Authority. 12p. 1mf. L1 ED 319 052

Social History
The Iowa Family Farm. 33p. 1mf. L1 ED 319 641
Canada Connection in American History: A Guide for Teachers. 244p. 3mf. L2 ED 319 638

Social Influences
Determinants of Smoking Status of Black Urban Adolescents. 8p. 1mf. L1 ED 319 848
Economic and Social Benefits of Early Childhood Education. Hearing before the Subcommittee on Education and Health of the Joint Economic Committee, Congress of the United States. One Hundred First Congress, First Session. 132p. 2mf. L1 ED 319 485

Social Integration
"Survey of Agency Services to Persons Who Have Severe Disabilities." Results of the Survey. 20p. 1mf. L1 ED 319 175
Valuing Diversity on Campus: A Multicultural Approach. College Unions At Work Monograph Series Number 11. 89p. 1mf. L2 ED 319 280

Social Isolation
Believing Once Again: Solutions Addressing the Plight of Challenged Youth. Executive Summary. 23p. 1mf. L1 ED 319 817

Social Justice
Ethical Perspectives on the Current Controversy Regarding Openness in Adoption. 17p. 1mf. L1 ED 319 477

Social Networks
Examination of Public School Superintendent Interpersonal Networks in Washington and Idaho. 25p. 1mf. L1 ED 319 129
Family and Friend Relationships of Only Children: A Study of Adult Population in China. 41p. 1mf. L1 ED 319 487
Family Support Networks. 8p. 1mf. L1 ED 318 947
Linking Schools & Community Services: A Practical Guide. 74p. 1mf. L1 ED 318 929

Social Responsibility
Community Care of the Aged in Scandinavia. 54p. 1mf. L1 ED 318 849
Old Age Policy in France. 29p. 1mf. L1 ED 318 844
Support Services for the Aged in Switzerland. 26p. 1mf. L1 ED 318 845

Social Science Research
Basic Project Management Methodologies for Survey Researchers. 29p. 1mf. L1 ED 319 115
Daily Lives of Women with Young Children: Redefining a "Woman's Place"? 20p. 1mf. L1 ED 319 648
On the Need to Use Control Vignettes in Social Science Research. 32p. 1mf. L1 ED 319 657

Social Security
Heading for Hardship: Retirement Income for American Women in the Next Century. Mother's Day Report 1990. 13p. 1mf. L1 ED 318 908

Social Services
Chinese Perspectives on Aging in the People's Republic of China. 50p. 1mf. L1 ED 318 848
Community Care of the Aged in Scandinavia. 54p. 1mf. L1 ED 318 849
Discussions about Aging: Sweden and the United States. 73p. 1mf. L1 ED 318 850
Family Support: Education and Involvement. A Guide for State Action. 71p. 1mf. L2 ED 319 112
Improving Efficiency in the Delivery of Services to the Aged in Great Britain. 27p. 1mf. L1 ED 318 843
Linking Schools & Community Services: A Practical Guide. 74p. 1mf. L1 ED 318 929
Support Services for the Aged in Switzerland. 26p. 1mf. L1 ED 318 845

Social Studies
"Remember the Ladies"--Women in the Curriculum. ERIC Digest. 4p. 1mf. L1 ED 319 652
Cultural Literacy and African Education. 36p. 1mf. L1 ED 319 663
Integrated Occupational Program, Grades 8 and 9 Social Studies: Teacher Resource Manual. Interim. 235p. 3mf. L1 ED 319 646
Junior High Social Studies: Teacher Resource Manual. 217p. 3mf. L1 ED 319 647
Middle School Social Studies: A Guide for Classroom Teachers. Eastern Hemisphere Studies, Western Hemisphere Studies, New Mexico History and Geography, United States History. 106p. 2mf. L1 ED 319 664
School Community Education Program in New York City 1988-89. Volume III. OREA Evaluation Section Report. 109p. 2mf. L1 ED 319 871
Social Studies 20 and Social Studies 23. Interim Teacher Resource Manual. 215p. 3mf. L1 ED 319 645
Teaching about Australia. ERIC Digest. 4p. 1mf. L1 ED 319 651
Temperament Types of Social Studies Teachers. 12p. 1mf. L1 ED 319 659

Social Support Groups
Emerging Collaborative Roles and New Team Approaches in Models of Support for Beginning Teachers in Southern New Jersey. 9p. 1mf. L1 ED 319 680
Enhancing Affective and Cognitive Outcomes of Minority Pre-Business Students: A Program Evaluation. 68p. 1mf. L1 ED 319 347
Family Support Networks. 8p. 1mf. L1 ED 318 947
Images of Potential Report of a Working Conference of the Learning Tomorrow Project (Racine, Wisconsin, January 1989). 41p. 1mf. L1 ED 319 383
Relationships between Parenting Stress, Marital Stress, and Social Support for Mothers and Fathers. 11p. 1mf. L1 ED 319 515

Socialization
Adult Experience of Anger: Implications for Research on Children. 16p. 1mf. L1 ED 319 524
Instructional Choices in Language Arts: Reality or Illusion. 16p. 1mf. L1 ED 319 013
Mentor Teacher Role: Owner's Manual. Fifth Edition. 148p. mf. L3 ED 319 722

Socioeconomic Influences
Common Destiny: Blacks and American Society. 622p. mf. L3 ED 319 821
Common Destiny: Blacks and American Society. Summary and Conclusions. 48p. 1mf. L1 ED 319 822
Concept of Good Teaching in Universities around the World. 28p. 1mf. L1 ED 319 346

Socioeconomic Status
Common Destiny: Blacks and American Society. Summary and Conclusions. 48p. 1mf. L1 ED 319 822
Common Destiny: Blacks and American Society. 622p. mf. L3 ED 319 821
Knocking on Kindergarten's Door: Who Gets In? Who's Kept Out? 26p. 1mf. L1 ED 319 539

Sociolinguistics
Growth of English as the Language of Global Satellite Telecommunications. 15p. 1mf. L1 ED 319 368
Terminological Interference in the Study of the Social Aspects of Language. 14p. 1mf. L1 ED 319 236

Sociometric Status
Maternal and Paternal Disciplinary Styles: Relations with Preschoolers' Behavioral Orientations and Sociometric Status. 39p. 1mf. L1 ED 319 486

Soil Conservation
Land Resources and Pollution. Environmental Studies. 4 Color Transparencies, Reproducibles & Teaching Guide. Grade 3, 4, 5. 30p. 1mf. L2 ED 319 626

Solid Wastes
Wast Away--Information and Activities for Investigating Trash Problems and Solutions for Upper Elementary and Junior High School Students. 133p. 2mf. L1 ED 319 620

South Carolina
Data Report on Programs for the Handicapped, 1988-89. 34p. 1mf. L1 ED 319 208

Southern Association on Children Under Six
Five Position Statements of the Southern Association on Children Under 6 (SACUS): (1) Employer Sponsored Child Care; (2) Developmentally Appropriate Assessment; (3) Continuity of Learning for Four-to-Seven-Year-old Children; (4) Quality Child Care; (5) Multicultural Education 41p. 1mf. L2 ED 319 493

Space Sciences
Exploring the Universe. Science Series Grades 4, 5, 6. 38p. 1mf. L2 ED 319 623

Spanish
Houston Community College Eligible Legalized Alien Program. Curriculum Unit, ESL I (Spanish and English Literacy). 219p. 3mf. L1 ED 319 269
Passport: Technology To Help the Middle Grades Second Languages Teachers. 104p. 2mf. L1 ED 319 243
Spanish Native Language Arts Staff Development Turnkey Training Program, Spring 1989. OREA Report. 17p. 1mf. L1 ED 319 249
Two-Way Integrated Bilingual Education. 87p. 1mf. L1 ED 319 859

Spanish Speaking
Project Nuevos Horizontes, 1988-89. OREA Report. 29p. 1mf. L1 ED 319 251

Spatial Ability
Instrument To Measure Spatial-Symbolic Information Processing Ability. 17p. 1mf. L1 ED 319 609
Spatial Visualization Test for Selecting Engineering Students. 10p. 1mf. L1 ED 319 767

Spatial Tests
Spatial Visualization Test for Selecting Engineering Students. 10p. 1mf. L1 ED 319 767

Special Classes
Assessment of Student Progress in Special Education: Mixed-Exceptionality versus Single-Exceptionality Programs. Research Report. 77p. 1mf. L1 ED 319 223

Special Education
Teaching Gifted Kindergarten and Primary Children in the Regular Classroom. Meeting the Mandate. OSSC Bulletin Special Issue. 128p. 2mf. L1 ED 319 125

Special Education Teachers
Recruitment Program for Critical Shortage Elementary Level Special Education Teachers and Related Service Personnel. 126p. 2mf. L1 ED 319 158
Toward a Model of Expert Teachers' Knowledge Structures: The Identification of Common Features across Studies. 37p. 1mf. L1 ED 319 718

Special Health Problems
Adolescents and AIDS. ERIC Digest. 4p. 1mf. L1 ED 319 742
Impact of Nutrition on Health and Disease in Blacks and Other Minorities. Proceedings of the Meharry Medical College Annual Nutrition Workshop (1st, Nashville, Tennessee, October 28-30, 1987). Annual Nutrition Workshop Series, Volume 1. 235p. 3mf. L1 ED 319 731
Nutrition and Hypertension in Blacks and Other Minorities. Proceedings of the Meharry Medical College Annual Nutrition Workshop (2nd, Nashville, Tennessee, October 26-28, 1988). Annual Nutrition Workshop Series, Volume II. 225p. 3mf. L1 ED 319 681

Special Needs Students
Coordination of Effort among Student Services Programs. A Report. 21p. 1mf. L1 ED 319 462
Education of Homeless Children and Youth under the Stewart B. McKinney Homeless Assistance Act. Annual Report. Department of Education Form 1810-0536. 35p. 1mf. L1 ED 319 572

Special Programs
Special Projects: Meeting Special Needs. 13p. 1mf. L1 ED 319 569
Year Round School Concept for Gifted Learners. 9p. 1mf. L1 ED 319 215

Speech
Contributions of Fundamental Frequency, Formant Spacing, and Glottal Waveform to Talker Identification. Research on Speech Perception. Technical Report No. 5. 160p. 2mf. L1 ED 319 090

Speech Perception
Contributions of Fundamental Frequency, Formant Spacing, and Glottal Waveform to Talker Identification. Research on Speech Perception. Technical Report No. 5. 160p. 2mf. L1 ED 319 090

Speech Skills
Assessment of Basic Oral Communication Skills. A Selected, Annotated Bibliography. Second Edition. 5p. 1mf. L2 ED 319 086
Changing Fossilized Speech: What Does It Take? 21p. 1mf. L1 ED 319 265

Spelling
Manitoba Writing Assessment 1988, Grade 8. Preliminary Report: French Immersion Schools. 28p. 1mf. L1 ED 319 058
Manitoba Writing Assessment 1988, Grade 11. Preliminary Report: French Immersion Schools. 46p. 1mf. L1 ED 319 059
Spelling CCA Basic Skills Curriculum. Instructor's Guide. 28p. 1mf. L2 ED 319 010
Spelling: Grade 1 Practice Book. 101p. 2mf. L2 ED 319 021
Spelling: Grade 2 Practice Book. 133p. 2mf. L2 ED 319 022
Spelling: Grade 3 Practice Book. 133p. 2mf. L2 ED 319 023
Spelling: Grade 4 Practice Book. 133p. 2mf. L2 ED 319 024
Spelling: Grade 5 Practice Book. 133p. 2mf. L2 ED 319 025
Spelling: Grade 6 Practice Book. 133p. 2mf. L2 ED 319 026

Spelling Instruction
Spelling CCA Basic Skills Curriculum. Instructor's Guide. 28p. 1mf. L2 ED 319 010
Spelling: Grade 1 Practice Book. 101p. 2mf. L2 ED 319 021
Spelling: Grade 2 Practice Book. 133p. 2mf. L2 ED 319 022
Spelling: Grade 3 Practice Book. 133p. 2mf. L2 ED 319 023
Spelling: Grade 4 Practice Book. 133p. 2mf. L2 ED 319 024
Spelling: Grade 5 Practice Book. 133p. 2mf. L2 ED 319 025
Spelling: Grade 6 Practice Book. 133p. 2mf. L2 ED 319 026

Sports Medicine
Clinical Experiences in Athletic Training. 102p. mf. L3 ED 319 730

Spouses
Relationships between Parenting Stress, Marital Stress, and Social Support for Mothers and Fathers. 11p. 1mf. L1 ED 319 515
Staff Development
Asian-American Communications In-School Staff and Parent Workshops 1988-89. OREA Evaluation Section Report. 20p. 1mf. L1 ED 319 850
Report on George Brown College Multicultural Demonstration Project. 77p. 1mf. L1 ED 319 452
SHEEO Staffs and Organizations: A Portrait. 124p. 2mf. L1 ED 319 352
Staff Development for Higher Order Thinking: A Synthesis of Practical Wisdom. 26p. 1mf. L1 ED 319 728
Staff Development Workshops for High School Science Teachers of Limited English Proficient Students 1988-89. 21p. 1mf. L1 ED 319 611
Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #2. 90p. 1mf. L1 ED 319 300
Teacher Managed Staff Development. 8p. 1mf. L1 ED 319 698
Standards
Children's Television Act of 1989. Senate Report together with Minority Views of the Senate Committee on Commerce, Science, and Transportation on S. 1992. One Hundred First Congress, First Session. 31p. 1mf. L1 ED 319 519
Vocational Education Performance Standards. ERIC Digest No. 96. 3p. 1mf. L1 ED 318 914
State Action
California Education Summit. Meeting the Challenge, the Schools Respond. Final Report (Sacramento, California, December 12-13, 1989). 48p. 1mf. L2 ED 319 120
State Aid
Capital Outlay: A Critical Concern in Rural Education. ERIC Digest. 3p. 1mf. L1 ED 319 583
Condition of Rural Education in Tennessee: A Profile. 13p. 1mf. L1 ED 319 578
Impact of Undergraduate Enhancement Funding. Report and Recommendations of the Postsecondary Education Planning Commission. Report 7. 82p. 1mf. L1 ED 319 324
State Incentive Funding: Leveraging Quality. 7p. 1mf. L1 ED 319 294
Statistical Supplement to the Annual Status Report on Texas Community Junior Colleges and Technical Institutes, 1989. Fiscal Year 1989, September 1, 1988-August 31, 1989. 108p. 2mf. L1 ED 319 417
State Boards of Education
SHEEO Staffs and Organizations: A Portrait. 124p. 2mf. L1 ED 319 352
State Departments of Education
State Needs Assessments, Title II EESA: A Summary Report. 36p. 1mf. L1 ED 319 124
Study of Distance Education Policies in State Education Agencies. 35p. 1mf. L1 ED 319 402
State Federal Aid
Federal Expenditures by State for Fiscal Year 1989. 68p. 1mf. L1 ED 319 810
State Government
Facts and Fables of State Spending. ISER Fiscal Policy Papers. No. 2. 17p. 1mf. L1 ED 319 559
Nelson Rockefeller and the Politics of Higher Education in New York State. 29p. 1mf. L1 ED 319 271
State History
The Iowa Family Farm. 33p. 1mf. L1 ED 319 641
Pigeon Roost Massacre: Its Cause and Impact and Pigeon Roost Massacre Lesson Plans. 64p. 1mf. L1 ED 319 649
State Legislation
Administrator Tenure Statutes and Other Legislative Protection of Position. A Legal Memorandum. 6p. 1mf. L2 ED 319 122
Class Size Reduction Policies: Survey Results. 33p. 1mf. L1 ED 319 206
Condition of Rural Education in Kentucky: A Profile. 14p. 1mf. L1 ED 319 579
Condition of Rural Education in West Virginia: A Profile. 15p. 1mf. L1 ED 319 576
Early Admission to Kindergarten and First Grade. 8p. 1mf. L1 ED 319 528
Staff to Student Ratios: Class Size/Caseload. Volumes 1, 2, and 3. 1180p. 13mf. L1 ED 319 205
Teaching Gifted Kindergarten and Primary Children in the Regular Classroom. Meeting the Mandate. OSSC Bulletin Special Issue. 128p. 2mf. L1 ED 319 125
State Programs
Chapter 1 in Ohio: Elementary and Secondary Education Act. 24th Annual Evaluation Report, Fiscal 1989. 33p. 1mf. L1 ED 319 488
Closing the Gap: Meeting the Small Business Training Challenge in Connecticut. 41p. 1mf. L1 ED 318 867
Current State Science Assessments: Is Something Better Than Nothing? 30p. 1mf. L1 ED 319 763
Development of an Effectiveness Criteria Model for Evaluating Vocational Education. 17p. 1mf. L1 ED 319 802
Directory of Organizations and Programs in Rural Education. 73p. 1mf. L1 ED 319 584
Education of Homeless Children and Youth under the Stewart B. McKinney Homeless Assistance Act. Annual Report. Department of Education Form 1810-0536. 35p. 1mf. L1 ED 319 572
Evaluation of North Carolina's School Career Development Pilot Program: A Report of an Outside Evaluation. 335p. 4mf. L1 ED 319 746
Globally Competitive People: Final Report to the Human Resource Committee. 74p. 1mf. L1 ED 318 868
Hearing on H.R. 3, Early Childhood Education and Development Act. Hearing before the Committee on Education and Labor, House of Representatives. One Hundred First Congress, Second Session (San Francisco, California, January 19, 1990). 173p. 2mf. L1 ED 319 491
Making JOBS Work. What the Research Says about Effective Employment Programs for AFDC Recipients. 103p. 2mf. L2 ED 319 843
Organizational Culture and Correlates of Effectiveness in California's Dropout Prevention Programs. 25p. 1mf. L1 ED 319 786
Seizing the Future: A Commitment to Competitiveness. 31p. 1mf. L1 ED 318 866
State of Assessment Programs: What Are State-Wide Assessment Programs Doing? 42p. 1mf. L2 ED 319 808
State of Nevada Telecommunications Study. Assembly Concurrent Resolution 68. 285p. 3mf. L1 ED 319 567
State Priorities in Higher Education: 1990. 39p. 1mf. L1 ED 319 325
States' Progress Related to Fourteen Components of PL 99-457, Part H. 50p. 1mf. L1 ED 319 169
Statewide School Dropout Identification and Strategy Development Program: Does It Work? 20p. 1mf. L1 ED 319 796
Wisconsin's Educational Reform: Patterns of Adoption. 23p. 1mf. L1 ED 319 093
State School District Relationship
Understanding State School Finance Formulas. National Education Association Search. 27p. 1mf. L1 ED 319 101
Wisconsin's Educational Reform: Patterns of Adoption. 23p. 1mf. L1 ED 319 093
State Standards
Class Size Reduction Policies: Survey Results. 33p. 1mf. L1 ED 319 206
Condition of Rural Education in Virginia: A Profile. 15p. 1mf. L1 ED 319 577
Oklahoma State Plan, FY 88-90: Part B of the Education of the Handicapped Act as amended by Public Law 94-142. 516p. 6mf. L1 ED 319 219
Policies and Procedures Manual for Special Education in Oklahoma. 117p. 2mf. L1 ED 319 220
Preparing Elementary Teachers for Florida's Classrooms. 90p. 1mf. L1 ED 319 734
Staff to Student Ratios: Class Size/Caseload. Volumes 1, 2, and 3. 1180p. 13mf. L1 ED 319 205
Study of Distance Education Policies in State Education Agencies. 35p. 1mf. L1 ED 319 402
State Surveys
Growth and Concentration of Hispanic Enrollment and the Future of American Education. 36p. 1mf. L1 ED 319 819
State Universities
Nelson Rockefeller and the Politics of Higher Education in New York State. 29p. 1mf. L1 ED 319 271
State University of New York
Non-Credit Instructional Activities January 1, 1989 through June 30, 1989 with Trend Information from 1983. 582p. 7mf. L1 ED 319 326
Statewide Planning
Annual Report of the Intersegmental Coordinating Council to the California Education Round Table. 72p. 1mf. L1 ED 319 463
California Plan for Career-Vocational Education. Part Two: Implementation Strategies. 72p. 1mf. L1 ED 319 448
Closing the Gap: Meeting the Small Business Training Challenge in Connecticut. 41p. 1mf. L1 ED 318 867
Coordination of Effort among Student Services Programs. A Report. 21p. 1mf. L1 ED 319 462
Dialogue with Educational Leaders: Implications for Policy. Report 2. 39p. 1mf. L1 ED 318 872
Evaluating Vocational Education Programs in Illinois. A Report on Consultation of the Illinois Council on Vocational Education with the Illinois State Board of Education on Evaluation. Report 6. 17p. 1mf. L1 ED 318 874
Facts and Fables of State Spending. ISER Fiscal Policy Papers. No. 2. 17p. 1mf. L1 ED 319 559
From the Institutions' Perspective: Strategies in Higher Education. 40p. 1mf. L1 ED 319 316
Integration of Academic and Vocational-Technical Education. 8p. 1mf. L1 ED 318 859
Oklahoma State Plan, FY 88-90: Part B of the Education of the Handicapped Act as amended by Public Law 94-142. 516p. 6mf. L1 ED 319 219
Physician Involvement in Planning for P.L. 99-457 Part H: Interagency Coordinating Council Roles and System Planning Issues. 47p. 1mf. L1 ED 319 170
Seizing the Future: A Commitment to Competitiveness. 31p. 1mf. L1 ED 318 866
State Needs Assessments, Title II EESA: A Summary Report. 36p. 1mf. L1 ED 319 124
Statistical Analysis
Crisis in Measurement Literacy in Psychology and Education. 16p. 1mf. L1 ED 319 778
Multiple Comparison Procedures when Population Variances Differ. 22p. 1mf. L1 ED 319 754
Putting the "But" Back in Meta-Analysis: Issues Affecting the Validity of Quantitative Reviews. 12p. 1mf. L1 ED 319 784
Recurring Author: William Shakespeare, a Case Study through Content Analysis. 151p. 2mf. L1 ED 319 042
Statistical Methods Used in "American Educational Research Journal," "Journal of Educational Psychology," and "Sociology of Education" from 1972 through 1987. 34p. 1mf. L1 ED 319 797
Statistical Data
Federal Expenditures by State for Fiscal Year 1989. 68p. 1mf. L1 ED 319 810
Statistical Distributions
Two-Stage Sampling Procedures for Comparing Means When Population Distributions Are Non-Normal. 24p. 1mf. L1 ED 319 773
Statistical Significance
Competing Strategies for Planned Orthogonal Contrasts. 17p. 1mf. L1 ED 319 801
Statistics
Effects of Paired Student Interaction in the Computer Tutoring of Statistics. 14p. 1mf. L1 ED 319 146
Stepwise Regression
Implementing Variable Selection Techniques in Regression. 23p. 1mf. L1 ED 319 805
Stereotypes
Attitudes of Residence Hall Students toward Student-Athletes: Implications for Advising, Training and Programming. Research Report #19-89. 22p. 1mf. L1 ED 319 321
Mitigating the Effects of Negative Stereotyping of Aging and the Elderly in Primary Grade Reading Instruction. 19p. 1mf. L1 ED 319 015
Stewart B McKinney Homeless Assistance Act
Residency and Guardianship Requirements as Barriers to the Education of Homeless Children and Youth. 38p. 1mf. L1 ED 319 845
Stopouts
Undergraduate Completion and Persistence at Four-Year Colleges and Universities: Completers, Persisters, Stopouts, and Dropouts. 36p. 1mf. L1 ED 319 343
Story Grammar
Effects of Videodisc Macrocontexts on Comprehension and Composition of Causally Coherent Stories. 29p. 1mf. L1 ED 318 998
Story Reading
Socrates versus the Drill Sergeant: Dimensions of Variation in Preschool Teachers' Discourse. 30p. 1mf. L1 ED 319 534
Story Schema
Challenge of Collecting Stories from Language Disabled Preschool Children. 9p. 1mf. L1 ED 319 160
Story Telling
Challenge of Collecting Stories from Language Disabled Preschool Children. 9p. 1mf. L1 ED 319 160
Told Tale: Oral Storytelling and the Young Child. 21p. 1mf. L1 ED 319 517
Story Telling By Children
Challenge of Collecting Stories from Language Disabled Preschool Children. 9p. 1mf. L1 ED 319 160
Storyboard Programs
Coding Language vs. Authoring System: To Code or Author--That Is the Question. 15p. 1mf. L1 ED 319 468
Strategic Management
Strategic Leadership for Schools: Creating and Sustaining Productive Change. 353p. mf. L3 ED 319 127
Strategic Planning
From the Institutions' Perspective: Strategies in Higher Education. 40p. 1mf. L1 ED 319 316
1990-1993 Long Range Plan: Pennsylvania College of Technology. 66p. 1mf. L1 ED 319 470
Stress Management
Relaxation Theory for Rural Youth. Research Bulletin No. 46. 48p. 1mf. L1 ED 319 575
Stress Variables
Alternate Approach to Retention and Healthier Student Roles. 16p. 1mf. L1 ED 318 970
Assessing and Dealing with School-Related Stress in Grades 3-12 Students. 25p. 1mf. L1 ED 318 924
Comparing Computer-Related Stress to Computerphobia. 9p. 1mf. L1 ED 318 986
Comparison of Mothers' and Children's Reports of Life Stress in the Children's Lives. 14p. 1mf. L1 ED 319 495
Control as a Moderator of Children's Responses to Angry Interactions. 25p. 1mf. L1 ED 319 526
Emotional Distress in College Students: Faculty Guide for Referrals. 11p. 1mf. L1 ED 318 942
Exercise Do's and Don'ts: Guidelines for Fitness Activities. 7p. 1mf. L1 ED 319 720
Frequencies of Observed Stress Behaviors in Kindergarten Children: A Comparison of Developmentally Appropriate and Inappropriate Classrooms. 24p. 1mf. L1 ED 319 484
Instructional Choices in Language Arts: Reality or Illusion. 16p. 1mf. L1 ED 319 013
Relationships between Parenting Stress, Marital Stress, and Social Support for Mothers and Fathers. 11p. 1mf. L1 ED 319 515
Types of Stresses Experienced by Professionals. 12p. 1mf. L2 ED 318 985
Structural Equation Models
Measurement Model Specification Error in LISREL Structural Equation Models. 19p. 1mf. L1 ED 319 794
Student Activities Questionnaire
Using Hierarchical Models of Studying To Evaluate the Character of Students' Study Activities. 38p. 1mf. L1 ED 319 765
Student Adjustment
Easing the Transition from Secondary School to College. 141p. 2mf. L1 ED 319 439
Just Who Are These International Students Anyway? 18p. 1mf. L1 ED 319 260
Student Attitudes
Assessing the Holding Power and Attractiveness of a School System for At-Risk Students. 17p. 1mf. L1 ED 319 753
Attitude and Secondary School Science Students' Intention To Enroll in Physics: An Application of the Theory of Planned Behavior. 32p. 1mf. L1 ED 319 631
Attitudes of Residence Hall Students toward Student-Athletes: Implications for Advising, Training and Programming. Research Report #19-89. 22p. 1mf. L1 ED 319 321
Attitudes toward a Simulation Based Chemistry Curriculum for Nursing Students. 8p. 1mf. L1 ED 319 605
Challenges of Formative Testing: Conducting Situated Research in Classrooms. Technical Report No. 48. 7p. 1mf. L2 ED 319 380
Class Scheduling Preferences. 36p. 1mf. L1 ED 319 351
Comparing Computer-Related Stress to Computerphobia. 9p. 1mf. L1 ED 318 986
Comparison of American and African Students on Who Is Admired and Why. 13p. 1mf. L1 ED 319 498
Easing the Transition from Secondary School to College. 141p. 2mf. L1 ED 319 439
Effects of an Innovative Activity-Centered Biology Program on Attitude toward Elementary Teachers. 14p. 1mf. L1 ED 319 612
Engagement with Learning: The Student Perspective. 28p. 1mf. L1 ED 318 941
Exploration of Factors Influencing the Career Preferences of Junior High Students. 33p. 1mf. L1 ED 319 632
Graduate Student Concerns: A Study of a College of Education. 35p. 1mf. L1 ED 319 345
Investigation of the Differences in Attitude and Achievement between Male and Female Second and Fifth Grade Science Students. 13p. 1mf. L1 ED 319 614
Mitigating the Effects of Negative Stereotyping of Aging and the Elderly in Primary Grade Reading Instruction. 19p. 1mf. L1 ED 319 015
Perceptions of Adult Men and Women Students in Higher Education. 23p. 1mf. L1 ED 319 348
Profile of Incoming Freshmen at the University of Maryland, College Park, 1989-1990. Research Report #1-90. 16p. 1mf. L1 ED 319 328
Research on Wordprocessing and Writing Instruction. 6p. 1mf. L1 ED 319 359
Resistance to Learning? Student Reaction to Communicative Language Teaching. 13p. 1mf. L1 ED 319 232
Retention of African-American Students: The Effects of Institutional Arrangements in Higher Education. 19p. 1mf. L1 ED 319 333
Role of the School in Creating a Supportive Learning Environment for Minority Students. 11p. 1mf. L1 ED 319 863
Statewide School Dropout Identification and Strategy Development Program: Does It Work? 20p. 1mf. L1 ED 319 796
Students' Predictions of Test Grades: Calibration and Metacognition. 6p. 1mf. L1 ED 319 812
Study of University of Central Texas Student Opinions Concerning Academic and Service Programs. 36p. 1mf. L1 ED 319 306
Student Attrition
Evaluating College Student Retention: Comparative National Data from the 1981-1984 Entering Freshman Classes. 25p. 1mf. L1 ED 319 320
Los Rios Community College District Office of Planning and Research Student Persistence Study. 35p. 1mf. L1 ED 319 441
Retention and Attrition of Declared Part-Time Associate Freshmen. Discussion and Decision Items. 37p. 1mf. L1 ED 319 431
Student Behavior
Emotional Distress in College Students: Faculty Guide for Referrals. 11p. 1mf. L1 ED 318 942
Perceptions of Adult Men and Women Students in Higher Education. 23p. 1mf. L1 ED 319 348
Secondary School Teachers' Courses of Action in Relation to Experience and Sense of Self-Efficacy. 18p. 1mf. L1 ED 319 715
Student Self-Management To Increase On-Task Behavior, Research Brief for Teachers T3. 3p. 1mf. L1 ED 319 227
Student Centered Curriculum
Practicing What We Preach: Using Organizational Theory To Teach Organizational Communication. 21p. 1mf. L1 ED 319 092
Student Characteristics
Characteristics of "Established" Students: A Descriptive Study of Married 30-50 Year Old Reentry Students. Teaching Learning Issues No. 67. 20p. 1mf. L1 ED 318 882
Characteristics of Migrant Secondary Students: Outreach Meeting Report (1st, Silver Bay, New York, October 24-26, 1988). 18p. 1mf. L1 ED 319 550
Classroom Management. 22p. 1mf. L1 ED 319 683
Community College Transfers to Maryland Four-Year Institutions. Research Brief RB90-11. 22p. 1mf. L1 ED 319 449
Enhancing Pre-Service Teachers' Contextual Understandings about Their Learners. 17p. 1mf. L1 ED 319 707
Equal Opportunity in the Classroom--Making Teachers Aware. 17p. 1mf. L1 ED 319 691
Factors Related to the Decisions of Rural Public High School Students to Participate in Vocational Education. 8p. 1mf. L1 ED 319 544
From School to Higher Education in Australia. 48p. 1mf. L1 ED 319 323
Germanna Community College. The Year at a Glance, 1988-89. 51p. 1mf. L1 ED 319 437
Just Who Are These International Students Anyway? 18p. 1mf. L1 ED 319 260
On the Move: Migrant Education 1987-88. 21p. 1mf. L1 ED 319 571
Planning for Change: Fall 1988 Enrollment Update. Sixth Report in the "Planning for Change" Series. 86p. 1mf. L1 ED 319 440
Reading and Written Expression Performance of Ten Asian/Pacific-Islander Ethnic Groups on the Eighth Grade California Assessment Program. 28p. 1mf. L1 ED 319 790
Washington Community Colleges Academic Year Report, 1988-89. 77p. 1mf. L1 ED 319 426
Student College Relationship
Characteristics of "Established" Students: A Descriptive Study of Married 30-50 Year Old Reentry Students. Teaching Learning Issues No. 67. 20p. 1mf. L1 ED 318 882
Schine-ing Example: How To Evaluate the College Union. 7p. 1mf. L1 ED 319 275
Student as Commuter: Developing a Comprehensive Institutional Response. ERIC Digest. 3p. 1mf. L1 ED 319 297
Student as Commuter: Developing a Comprehensive Institutional Response. ASHE-ERIC Report No. 7. 118p. 2mf. L1 ED 319 298
Student Development
Profile of Incoming Freshmen at the University of Maryland, College Park, 1989-1990. Research Report #1-90. 16p. 1mf. L1 ED 319 328
Report of the Advisory Council on Developing Character and Values in New Jersey Students. 14p. 1mf. L1 ED 318 974
Supervision: A Comparison of Trainees' and Supervisors' Perceptions of Development. 9p. 1mf. L1 ED 318 959
Writing of Ferris State University Students: A View Across the Curriculum. 199p. 3mf. L1 ED 319 342
Student Educational Objectives
Assessment of Course Needs for Older Adults at McCook Community College. 39p. 1mf. L1 ED 319 428
Career Special Education Framework. 91p. 1mf. L1 ED 319 200
Factors Related to the Decisions of Rural Public High School Students to Participate in Vocational Education. 8p. 1mf. L1 ED 319 544
Language Arts Grade 6, Item Specificaitons. Minimum Performance Test. 31p. 1mf. L1 ED 319 043
Profile of Incoming Freshmen at the University of Maryland, College Park, 1989-1990. Research Report #1-90. 16p. 1mf. L1 ED 319 328
Understanding Learning Outcomes. A Development Paper. 23p. 1mf. L1 ED 318 888
Student Evaluation
Assessment Proposal: Genesee Community College, 1990. 19p. 1mf. L1 ED 319 438
Evaluatinag Case Study Methods Used To Diagnose Behavior Disorders. 19p. 1mf. L1 ED 319 177
Five Position Statements of the Southern Association on Children Under 6 (SACUS): (1) Employer Sponsored Child Care; (2) Developmentally Appropriate Assessment; (3) Continuity of Learning for Four-to-Seven-Year-old Children; (4) Quality Child Care; (5) Multicultural Education 41p. 1mf. L2 ED 319 493
Grading and Evaluation Practices and Policies of School Teachers. 58p. 1mf. L1 ED 319 782
Manitoba Writing Assessment 1988, Grade 11. Preliminary Report: French Immersion Schools. 46p. 1mf. L1 ED 319 059
Manitoba Writing Assessment 1988, Grade 4. Preliminary Report: Franco-Manitoban Schools. 24p. 1mf. L1 ED 319 057
Understanding Learning Outcomes. A Development Paper. 23p. 1mf. L1 ED 318 888
Using Hierarchical Models of Studying To Evaluate the Character of Students' Study Activities. 38p. 1mf. L1 ED 319 765
Student Evaluation of Educational Quality
Multidimensionality of Students' Evaluations of Teaching Effectiveness: The Generality of Factor Structures across Academic Discipline, Instructor Level, and Course Level. 18p. 1mf. L1 ED 319 788
Student Evaluation of Teacher Performance
Multidimensionality of Students' Evaluations of Teaching Effectiveness: The Generality of Factor Structures across Academic Discipline, Instructor Level, and Course Level. 18p. 1mf. L1 ED 319 788
Student Financial Aid
Commitment to Access: Undergraduate Student Financial Assistance Provided Directly by Independent Colleges and Universities. 38p. 1mf. L1 ED 319 344
Impact of Increased Loan Utilization among Low Family Income Students. 75p. 1mf. L1 ED 319 285
Montgomery GI Bill. Hearings before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, One Hundred First Congress, First Session (September 14 and 21, 1989). 473p. 5mf. L1 ED 318 895
Preparing for the Next Reauthorization: Need Analysis Issues. A Discussion Paper from the College Scholarship Service (CSS) Council Committee on Standards of Ability to Pay, Prepared for the 1990 Regional Meetings of the College Board. CSS Reports, Number 3. 35p. 1mf. L1 ED 319 278
Reallocation of Financial Aid from Poor to Middle Income and Affluent Students, 1978 to 1990. ACT Student Financial Aid Research Report Series 90-2. 75p. 1mf. L1 ED 319 312
Student Improvement
Collaborative Intervention Approaches for At-Risk Youth: The Pittsburgh Experience. 28p. 1mf. L1 ED 319 816
Head Start Success Stories. 55p. 1mf. L1 ED 319 481
Student Interests
Attitude and Secondary School Science Students' Intention To Enroll in Physics: An Application of the Theory of Planned Behavior. 32p. 1mf. L1 ED 319 631
Student Loan Programs
Guaranteed Student Loans: Credit Bureau Reporting Practices by Guaranty Agencies and Lenders. Briefing Report to the Chairman, Subcommittee on Education, Arts, and the Humanities, Committee on Labor and Human Resources, U.S. Senate. 54p. 1mf. L1 ED 319 341
Impact of Increased Loan Utilization among Low Family Income Students. 75p. 1mf. L1 ED 319 285
Special Report on the Alaska Commission on Postsecondary Education--Collection of Defaulted Student Loans. 25p. 1mf. L1 ED 319 281
Student Mobility
Exploring Mobility Issues. Outreach Meeting Report (2nd, McAllen, Texas, November 14-15, 1988). 19p. 1mf. L1 ED 319 552
Student Motivation
Assessing the Motivational Characteristics of Instructional Materials. 12p. 1mf. L1 ED 319 479
Student Needs
Asian-American Communications In-School Staff and Parent Workshops 1988-89. OREA Evaluation Section Report. 20p. 1mf. L1 ED 319 850
Enriching the Compensatory Education Curriculum for Disadvantaged Students. ERIC/CUE Digest No. 61. 4p. 1mf. L1 ED 319 876
Reallocation of Financial Aid from Poor to Middle Income and Affluent Students, 1978 to 1990. ACT Student Financial Aid Research Report Series 90-2. 75p. 1mf. L1 ED 319 312
School Crisis Network: A School and Mental Health Cooperative Effort. 23p. 1mf. L1 ED 318 979
Teaching Gifted Kindergarten and Primary Children in the Regular Classroom. Meeting the Mandate. OSSC Bulletin Special Issue. 128p. 2mf. L1 ED 319 125
Student Organizations
Empowering the Nontraditional Student through Adult-Specific Programming. 11p. 1mf. L1 ED 319 455
Future Farmers of America--A Profile of Chapters and Advisors. 25p. 1mf. L1 ED 318 921
Student Participation
Increasing Teacher Autonomy through Shared Governance: Effects on Policy Making and Student Outcomes. 30p. 1mf. L2 ED 319 096
Instructional Discourse and Student Engagement. 35p. 1mf. L1 ED 319 780
Student Personnel Services
Coordination of Effort among Student Services Programs. A Report. 21p. 1mf. L1 ED 319 462
Graduate Student Concerns: A Study of a College of Education. 35p. 1mf. L1 ED 319 345
Participation in the "Journal of College Student Development" as Authors and Editorial Board Members: A Gender Study. 6p. 1mf. L1 ED 318 980
Student Placement
Establishing Clinical Training Sites: Rationale, Benefits and Perspective. 18p. 1mf. L1 ED 319 732
Knocking on Kindergarten's Door: Who Gets In? Who's Kept Out? 26p. 1mf. L1 ED 319 539
Relationship between Chapter 1 and Special Education Services for Mildly Handicapped Students: A Substudy of the National Assessment of Chapter 1. 95p. 1mf. L1 ED 319 186
Special Education in America's Cities: A Descriptive Study. 120p. 2mf. L2 ED 319 187
Using Readiness Tests To Route Kindergarten Students: The Snarled Intersection of Psychometrics, Policy, and Practice. 46p. 1mf. L1 ED 319 540
Student Problems
Changes in Teacher Attributions of Student Problems Following Consultation. 11p. 1mf. L1 ED 318 981
Student Projects
School Bookstore: A Vehicle for the Integration of Learning. 7p. 1mf. L1 ED 319 655
Student Records
Virginia Community Colleges Transfers to In-State Public Four-Year Colleges and Universities: Data Exchange and Analysis Context. 70p. 1mf. L1 ED 319 459
Student Recruitment
Impact of Historically Black Institutions on the Supply of Black Teachers. 9p. 1mf. L1 ED 319 735

(Continued)

Student Recruitment *(Continued)*
Increasing Female Enrollment in Industrial Education. 6p. 1mf. L1 ED 318 879
On Becoming an Institution of First Choice. 33p. 1mf. L1 ED 319 464
Year-Round Recruitment and Retention Plan. 60p. 1mf. L1 ED 319 117

Student Role
Told Tale: Oral Storytelling and the Young Child. 21p. 1mf. L1 ED 319 517

Student School Relationship
Culture and Its Artifacts in Higher Education: Their Impact on the Enrollment and Retention of African-American Students. 49p. 1mf. L1 ED 319 332
Engagement with Learning: The Student Perspective. 28p. 1mf. L1 ED 318 941

Student Teacher Attitudes
Knowing Your Audience: Pre- and Post-Assessment of Preservice Teachers' Attitudes and Perceptions. 22p. 1mf. L1 ED 319 684
Work Values of Preservice and Inservice Teachers and Educators. 10p. 1mf. L1 ED 319 721

Student Teaching
"Making Sense of Constructivism in Preservice: A Case Study." 25p. 1mf. L1 ED 319 600
Establishing Clinical Training Sites: Rationale, Benefits and Perspective. 18p. 1mf. L1 ED 319 732
Realities of Implementing a Partnership Program. 10p. 1mf. L1 ED 319 705

Student Tracking
Assessment Proposal: Genesee Community College, 1990. 19p. 1mf. L1 ED 319 438

Student Transportation
Integrating School Transportation Resources into Coordinated Rural Public Transportation Programs: A Proposal To Increase Access to Community Services for Transportation-Disadvantaged Persons. 21p. 1mf. L1 ED 319 565

Student Unions
Here's Looking at You. The Decade Reviewed. 9p. 1mf. L1 ED 319 284
Schine-ing Example: How To Evaluate the College Union. 7p. 1mf. L1 ED 319 275
Student v. Union: Colleges at Risk. 6p. 1mf. L1 ED 319 277

Student Volunteers
Immigrant and Refugee Tutoring Programs: A D.C. Schools Project Handbook. "Tutoring and Befriending." 200p. 3mf. L1 ED 319 868

Student Welfare
Culture and Its Artifacts in Higher Education: Their Impact on the Enrollment and Retention of African-American Students. 49p. 1mf. L1 ED 319 332
Schine-ing Example: How To Evaluate the College Union. 7p. 1mf. L1 ED 319 275
Student as Commuter: Developing a Comprehensive Institutional Response. ASHE-ERIC Report No. 7. 118p. 2mf. L1 ED 319 298
Student as Commuter: Developing a Comprehensive Institutional Response. ERIC Digest. 3p. 1mf. L1 ED 319 297

Study
Enhancing Affective and Cognitive Outcomes of Minority Pre-Business Students: A Program Evaluation. 68p. 1mf. L1 ED 319 347
Role of Studying, Academic Variables, and Initial Course Success in Outcomes of College Courses. 9p. 1mf. L1 ED 319 296

Study Circles
Collaborative Learning, Circa 1880. 14p. 1mf. L1 ED 318 865

Study Habits
Academic Skills Workshop: A Parent/Child Group Intervention To Stop School Failure. 6p. 1mf. L1 ED 318 961
Students' Predictions of Test Grades: Calibration and Metacognition. 6p. 1mf. L1 ED 319 812

Study Skills
Academic Skills Workshop: A Parent/Child Group Intervention To Stop School Failure. 6p. 1mf. L1 ED 318 961
College and Adult Reading VII: The Seventh Yearbook of the North Central Reading Association. 171p. 2mf. L1 ED 318 990
College and Adult Reading VIII: The Eighth Yearbook of the North Central Reading Association. 274p. 3mf. L1 ED 318 991
College and Adult Reading X: The Tenth Yearbook of the North Central Reading Association. 225p. 3mf. L1 ED 318 993
College and Adult Reading XII: The Twelfth Yearbook of the North Central Reading Association. 189p. 2mf. L1 ED 318 995
College and Adult Reading XIII: The Thirteenth Yearbook of the North Central Reading Association. 265p. 3mf. L1 ED 318 996
Reading: Practice Book 1--Practice in Basic Reading Skills. 99p. 2mf. L2 ED 319 033
Reading: Practice Book 2--Practice in Basic Reading Skills. 98p. 2mf. L2 ED 319 034
Reading: Practice Book 3--Practice in Basic Reading Skills. 98p. 2mf. L2 ED 319 035
Reading: Practice Book 4--Practice in Basic Reading Skills. 99p. 2mf. L2 ED 319 036
Reading: Practice Book 5--Practice in Basic Reading Skills. 100p. 2mf. L2 ED 319 037
Reading: Practice Book 6--Practice in Basic Reading Skills. 100p. 2mf. L2 ED 319 038
Using Hierarchical Models of Studying To Evaluate the Character of Students' Study Activities. 38p. 1mf. L1 ED 319 765

Substance Abuse
Substance Abuse among Juvenile Delinquents and Gang Members. Prevention Research Update Number Six, Spring 1990. 43p. 1mf. L1 ED 319 149
Substance Abuse and the American Indian. 64p. 1mf. L1 ED 319 563
Substance Abuse in the Workplace: Implications for Trade & Industry Education. 14p. 1mf. L1 ED 318 880
Substance Use among Pregnant Women: The Report of the Task Force for the Prevention of Substance Use among Pregnant Women. 51p. 1mf. L1 ED 318 976

Suburban Housing
Metropolitan Housing Opportunities for Poor and Working Class Minorities. 56p. 1mf. L2 ED 319 846

Success
New Hampshire Technical Colleges & Institute Graduate Placement Report, 1989. 21p. 1mf. L1 ED 318 862
Pennsylvania Department of Education Honors Outstanding Adult Students in Success Stories, 1990: Rise to the Challenge. 28p. 1mf. L1 ED 318 864

Summarization
Life after Graduate School: Skill Development for International Scholarship. 20p. 1mf. L1 ED 319 241

Summer Programs
Center for Core Studies at Brooklyn College. Executive Summary. 246p. 3mf. L1 ED 319 339
Evaluation of the 1988 Summer Enrichment Program for the Gifted and Talented at the University of Northern Colorado and Making a Good Program for Gifted and Talented Children Better: Improving a Program through Evaluation. 91p. 1mf. L1 ED 319 207
Summer Academic Skills Enhancement Program. Final Evaluation Report. 37p. 1mf. L1 ED 319 860
Summer Bilingual Program, 1989. OREA Report. 21p. 1mf. L1 ED 319 250
Summer Options for Teenagers. 637p. 7mf. L1 ED 319 182

Superintendents
Examination of Public School Superintendent Interpersonal Networks in Washington and Idaho. 25p. 1mf. L1 ED 319 129
Reflections of a Strike As Seen through the Eyes of Superintendents. 17p. 1mf. L1 ED 319 104
Report to Participants in School-Community Relations Survey. 17p. 1mf. L1 ED 319 103
Strategic Leadership for Schools: Creating and Sustaining Productive Change. 353p. mf. L3 ED 319 127

Supervision
Counseling Supervision: A Possible Relationship between Perceived Training Needs and Language. 15p. 1mf. L1 ED 318 958
Supervision: A Comparison of Trainees' and Supervisors' Perceptions of Development. 9p. 1mf. L1 ED 318 959

Supervisory Methods
Supervising Instruction: What It Is and How To Do It. 215p. mf. L3 ED 319 136

Supplementary Education
Designing an Education for Life in Two Worlds: The Founding of the Bureau of Jewish Education of New York City. 34p. 1mf. L1 ED 319 830
Review of Information on Institutionalized Youths and the ECIA Chapter I Neglected or Delinquent Program. 53p. 1mf. L1 ED 319 838
Special Projects: Meeting Special Needs. 13p. 1mf. L1 ED 319 569

Suprasegmentals
Changing Fossilized Speech: What Does It Take? 21p. 1mf. L1 ED 319 265

Surveys
Basic Project Management Methodologies for Survey Researchers. 29p. 1mf. L1 ED 319 115
Postsecondary Education Seminars Conference (12th, Airlie, Virginia, June 1-3, 1976). Final Report. 142p. 2mf. L1 ED 319 289

Sweden
Discussions about Aging: Sweden and the United States. 73p. 1mf. L1 ED 318 850
Growing Old in Sweden. 53p. 1mf. L1 ED 318 846

Switzerland
Support Services for the Aged in Switzerland. 26p. 1mf. L1 ED 318 845

Symbolic Representation
Study of Children's Computer-Generated Graphics. 39p. 1mf. L1 ED 319 504

Systems Approach
Old Problems and New Responsibilities for University System Heads. Monograph Series, Number 1. 13p. 1mf. L1 ED 319 283

Systems Development
State of Nevada Telecommunications Study. Assembly Concurrent Resolution 68. 285p. 3mf. L1 ED 319 567

Tailored Response Testing
Measuring Task Proficiency with Tailored Response Testing. 6p. 1mf. L1 ED 319 776

Talent
Evaluation of the 1988 Summer Enrichment Program for the Gifted and Talented at the University of Northern Colorado and Making a Good Program for Gifted and Talented Children Better: Improving a Program through Evaluation. 91p. 1mf. L1 ED 319 207
Guides in Gifted Education. 181p. 2mf. L1 ED 319 176

Talker Identity
Contributions of Fundamental Frequency, Formant Spacing, and Glottal Waveform to Talker Identification. Research on Speech Perception. Technical Report No. 5. 160p. 2mf. L1 ED 319 090

Talking Books
Cassette Books. 422p. 5mf. L1 ED 319 210

Tangible Symbol Systems
Tangible Symbol Systems: Symbolic Communication for Individuals with Multisensory Impairments. 68p. 1mf. L2 ED 319 154

Tax Bases
General Sales Taxation. National Education Association Search. 23p. 1mf. L1 ED 319 100

Tax Rates
General Sales Taxation. National Education Association Search. 23p. 1mf. L1 ED 319 100
Personal Income Taxation. National Education Association Search. 30p. 1mf. L1 ED 319 099
Property Taxation. National Education Association Search. 21p. 1mf. L1 ED 319 098

Taxes
General Sales Taxation. National Education Association Search. 23p. 1mf. L1 ED 319 100
Understanding State School Finance Formulas. National Education Association Search. 27p. 1mf. L1 ED 319 101

Teac
Energy and the Environment. Environmental Studies. 4 Color Transparencies, Reproducibles & Teaching Guide. Grade 3, 4, 5. 31p. 1mf. L2 ED 319 627

Teacher Administrator Relationship
Improving Schools from Within: Teachers, Parents, and Principals Can Make the Difference. 190p. mf. L3 ED 319 126
Instructional Choices in Language Arts: Reality or Illusion. 16p. 1mf. L1 ED 319 013

Teacher Assessment Project
Novices, Experts, Veterans, and Masters: The Role of Content and Pedagogical Knowledge in Evaluating Teaching. 19p. 1mf. L1 ED 319 815

Teacher Attitudes
"Making Sense of Constructivism in Preservice: A Case Study." 25p. 1mf. L1 ED 319 600
Affecting Preservice Elementary Teachers' Attitudes toward Inquiry Teaching in Science through Projects with Individual Children. 11p. 1mf. L1 ED 319 596
Challenges of Formative Testing: Conducting Situated Research in Classrooms. Technical Report No. 48. 7p. 1mf. L2 ED 319 380
Changes in Teacher Attributions of Student Problems Following Consultation. 11p. 1mf. L1 ED 318 981
Child Care Centers as Workplaces. 42p. 1mf. L1 ED 319 530
College Faculty Attitudes toward Merit Pay. 18p. 1mf. L1 ED 319 290
Critical Thinking: Toward Intellectual Accountability and Social Responsibility. A Research Project on Critical Thinking, Cooperative Learning and Moral Development. 46p. 1mf. L1 ED 319 497
Equal Opportunity in the Classroom--Making Teachers Aware. 17p. 1mf. L1 ED 319 691
Evaluation of North Carolina's School Career Development Pilot Program: A Report of an Outside Evaluation. 335p. 4mf. L1 ED 319 746
Grading and Evaluation Practices and Policies of School Teachers. 58p. 1mf. L1 ED 319 782
Influence of Preservice Secondary Science Teachers' Beliefs on Their Planning. 35p. 1mf. L1 ED 319 618
Laying It On the Line. 35p. 1mf. L1 ED 319 233
Perceptions of Adult Men and Women Students in Higher Education. 23p. 1mf. L1 ED 319 348
Report to Participants in School-Community Relations Survey. 17p. 1mf. L1 ED 319 103
Teacher Attitudes toward Peer Evaluation: What Shapes Them? 22p. 1mf. L1 ED 319 758
Teaching about North America: Some Fresh Perspectives. 7p. 1mf. L1 ED 319 674
Teaching Technology: Creating Environments for Change. Technical Report No. 45. 13p. 1mf. L2 ED 319 378
Troublesome Behaviour in the Classroom. A Teachers' Survival Guide. 171p. mf. L3 ED 319 686
Work Values of Preservice and Inservice Teachers and Educators. 10p. 1mf. L1 ED 319 721

Teacher Background
Enhancing Pre-Service Teachers' Contextual Understandings about Their Learners. 17p. 1mf. L1 ED 319 707

Teacher Behavior
Effects of Encouragement or Discouragement for Using Hands-On Science Activities upon Teaching Style. 13p. 1mf. L1 ED 319 608
Equal Opportunity in the Classroom--Making Teachers Aware. 17p. 1mf. L1 ED 319 691
Multicultural Education for Educators. 20p. 1mf. L1 ED 319 688
Social Play in Toddlers: Teacher Intrusions. 15p. 1mf. L1 ED 319 529
Teacher/Researcher Collaboration, Teacher Change, and Reading Group Discussions: "What Can't My Kids Do?" 14p. 1mf. L1 ED 319 014

Teacher Certification
Colleges and Universities: Teachers Prepared 1987-88. 21p. 1mf. L1 ED 319 704
Preparing Elementary Teachers for Florida's Classrooms. 90p. 1mf. L1 ED 319 734
Trade and Industrial Education Teachers; A National Study of Certification Requirements. 18p. 1mf. L1 ED 318 878
Trying a New Way: Innovative Teacher Certification Program for Teachers of Young Children--Duke University. 13p. 1mf. L1 ED 319 536
Videotaped-Based Teacher Tests: Bells, Whistles or Bona Fide Assessment? 10p. 1mf. L1 ED 319 806

Teacher Characteristics
Future Farmers of America--A Profile of Chapters and Advisors. 25p. 1mf. L1 ED 318 921
Identification of the Significant Dimensions of Faculty Scholarship. 15p. 1mf. L1 ED 319 319
Preliminary Report--State Indicators of Science and Mathematics Education: Course Enrollments and Teachers. 76p. 1mf. L2 ED 319 621
Temperament Types of Social Studies Teachers. 12p. 1mf. L1 ED 319 659

Teacher Developed Materials
Coding Language vs. Authoring System: To Code or Author--That Is the Question. 15p. 1mf. L1 ED 319 468
Lesson Plans for Teaching Young Adult Literature. 108p. 2mf. L1 ED 319 063

Teacher Discipline
Teachers on Trial: Values, Standards, and Equity in Judging Conduct and Competence. 121p. mf. L3 ED 319 135

Teacher Dismissal
Teachers on Trial: Values, Standards, and Equity in Judging Conduct and Competence. 121p. mf. L3 ED 319 135

Teacher Education
"Making Sense of Constructivism in Preservice: A Case Study." 25p. 1mf. L1 ED 319 600
All in a Word: Literature in Language Teaching. 39p. 1mf. L1 ED 319 228
California Education Summit. Meeting the Challenge, the Schools Respond. Final Report (Sacramento, California, December 12-13, 1989). 48p. 1mf. L2 ED 319 120
Designing Programs for New Teachers: The California Experience. 127p. 2mf. L1 ED 319 145
Making of a Professor. 12p. 1mf. L1 ED 319 295
New Information Technology and the Education of Hispanics. The Promise and the Dilemma. Policy Pamphlet Series No. 1. 40p. 1mf. L2 ED 319 399
Pen Pals: A Beneficial Partnership. 11p. 1mf. L1 ED 319 065
Preparing More Minority Teachers: SREB States Take Action. 9p. 1mf. L1 ED 319 736
Variations in Mail Survey Procedures: Comparison of Response Rates and Cost. 12p. 1mf. L1 ED 319 803

Teacher Education Curriculum
Basic Stuff--Ideas for Implementation. 12p. 1mf. L1 ED 319 712
Reflective Practitioner and the Curriculum of Teacher Education. 29p. 1mf. L1 ED 319 693
Science Preparation of Elementary Teachers. 19p. 1mf. L1 ED 319 602
What Do Prospective Science Teachers Understand about the Nature of Science? 13p. 1mf. L1 ED 319 603

Teacher Education Programs
Celebrating Diversity: An Investigation of the Teacher Training Program of the Centre for Cultural Resources and Training. 15p. 1mf. L2 ED 319 643
Collaboratively Supervised Teaching Internship: Implications for Future Supervision. 33p. 1mf. L1 ED 319 739
Components of the Knowledge Base of Teacher Education: Questions Teacher Educators Have To Answer. 28p. 1mf. L1 ED 319 716
Designing Programs for New Teachers: The California Experience. 127p. 2mf. L1 ED 319 145
Effective Extension Model for Early Childhood Education. 24p. 1mf. L1 ED 319 458
Preparing Elementary Teachers for Florida's Classrooms. 90p. 1mf. L1 ED 319 734
Survey of AASCU Institutions: Compliance with Selected NCATE Standards at the Advanced Level. 28p. 1mf. L1 ED 319 694
Telecommunications in Teacher Education: Closing the Gap between University and Extension Programs. 15p. 1mf. L1 ED 319 678

Teacher Effectiveness
Concept of Good Teaching in Universities around the World. 28p. 1mf. L1 ED 319 346
Designing Programs for New Teachers: The California Experience. 127p. 2mf. L1 ED 319 145
Model of the Influences on Teacher Practice and Student Learning: Case Studies of Twelve Teachers Inform Preservice and Inservice Teacher Education. 39p. 1mf. L1 ED 319 710
Multidimensionality of Students' Evaluations of Teaching Effectiveness: The Generality of Factor Structures across Academic Discipline, Instructor Level, and Course Level. 18p. 1mf. L1 ED 319 788
Secondary School Teachers' Courses of Action in Relation to Experience and Sense of Self-Efficacy. 18p. 1mf. L1 ED 319 715
Strengthening Teacher Preparation for Motor Performance Skill Development--Motor Processes Approach. 20p. 1mf. L1 ED 319 713
Success for Every Child: The Teachers We Need for the 1990s and Beyond. 34p. 1mf. L1 ED 319 708

Teacher Employment
Colleges and Universities: Teachers Prepared 1987-88. 21p. 1mf. L1 ED 319 704

Teacher Employment Benefits
Ontario Universities Benefits Survey, 1989-90. Part I: Benefits Excluding Pensions. 218p. 3mf. L2 ED 319 317
Ontario Universities Benefits Survey, 1989-90. Part II: Pensions. 49p. 1mf. L2 ED 319 318

Teacher Evaluation
Assessment of Laboratory Skills of Science Teachers via a Multi-Methods Approach. 19p. 1mf. L1 ED 319 762
Development of Materials for Use in a Comprehensive Teaching Improvement System. Final Report. 71p. 1mf. L1 ED 319 336
Novices, Experts, Veterans, and Masters: The Role of Content and Pedagogical Knowledge in Evaluating Teaching. 19p. 1mf. L1 ED 319 815
Teacher's Portfolio--What Is Necessary and Sufficient? (A High School Biology Unit Plan as an Example.) 31p. 1mf. L1 ED 319 814
Teachers on Trial: Values, Standards, and Equity in Judging Conduct and Competence. 121p. mf. L3 ED 319 135

Teacher Expectations of Students
Equal Opportunity in the Classroom--Making Teachers Aware. 17p. 1mf. L1 ED 319 691

Teacher Improvement
Teacher/Researcher Collaboration, Teacher Change, and Reading Group Discussions: "What Can't My Kids Do?" 14p. 1mf. L1 ED 319 014

Teacher Participation
Employee Participation Programs: Considerations for the School Site. Studies in Collective Bargaining. 39p. 1mf. L1 ED 319 109
Essential Role of In-service Programs in Education: Empowerment and Participation. 9p. 1mf. L1 ED 319 699
Teacher Managed Staff Development. 8p. 1mf. L1 ED 319 698

Teacher Qualifications
Survey of AASCU Institutions: Compliance with Selected NCATE Standards at the Advanced Level. 28p. 1mf. L1 ED 319 694
Trade and Industrial Education Teachers; A National Study of Certification Requirements. 18p. 1mf. L1 ED 318 878

Teacher Recruitment
National Board for Professional Teaching Standards. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session. 90p. 1mf. L1 ED 319 703
Preparing More Minority Teachers: SREB States Take Action. 9p. 1mf. L1 ED 319 736
Recruitment Program for Critical Shortage Elementary Level Special Education Teachers and Related Service Personnel. 126p. 2mf. L1 ED 319 158

Teacher Researcher Cooperation
Teacher/Researcher Collaboration, Teacher Change, and Reading Group Discussions: "What Can't My Kids Do?" 14p. 1mf. L1 ED 319 014

Teacher Response
Secondary School Teachers' Courses of Action in Relation to Experience and Sense of Self-Efficacy. 18p. 1mf. L1 ED 319 715
Teachers' Degree of Satisfaction Concerning the Implementation of an Inquiry-Oriented Secondary Biology Course. 25p. 1mf. L1 ED 319 607

Teacher Responsibility
Teachers on Trial: Values, Standards, and Equity in Judging Conduct and Competence. 121p. mf. L3 ED 319 135

Teacher Retirement
Projected Future Costs of AB123. 27p. 1mf. L1 ED 319 422

Teacher Role
Assessing the Motivational Characteristics of Instructional Materials. 12p. 1mf. L1 ED 319 479
Designing Faculty Curriculum Leader Roles. 20p. 1mf. L1 ED 319 677
Effect of Enthusiastic Teaching on the Listening Comprehension of Kindergarten Children. 73p. 1mf. L1 ED 319 514
Future Farmers of America--A Profile of Chapters and Advisors. 25p. 1mf. L1 ED 318 921
Instructional Choices in Language Arts: Reality or Illusion. 16p. 1mf. L1 ED 319 013
Science, Sciencing and Science Education: An Integrated Approach to Science Education in Early Childhood. 15p. 1mf. L1 ED 319 525
Self-Directed Learning: A Deweyan Reconstruction. 14p. 1mf. L1 ED 319 769
Substance Abuse in the Workplace: Implications for Trade & Industry Education. 14p. 1mf. L1 ED 318 880
Teacher's Ongoing Role in Creating a Developmentally Appropriate Early Childhood Program: A Self-Study Process for Teachers of Children Ages 5-8. 44p. 1mf. L1 ED 319 520
Teachers on Trial: Values, Standards, and Equity in Judging Conduct and Competence. 121p. mf. L3 ED 319 135
Thought/Reading/Writing Connection: How To Connect. 34p. 1mf. L1 ED 319 012
Told Tale: Oral Storytelling and the Young Child. 21p. 1mf. L1 ED 319 517

Teacher Salaries
Cleveland Association for the Education of Young Children Salary Survey Report: 1988, 1976, 1979, and 1984. 93p. 1mf. L1 ED 319 474

Teacher Selection
Trade and Industrial Education Teachers; A National Study of Certification Requirements. 18p. 1mf. L1 ED 318 878

Teacher Shortage
Success for Every Child: The Teachers We Need for the 1990s and Beyond. 34p. 1mf. L1 ED 319 708

Teacher Stress
Instructional Choices in Language Arts: Reality or Illusion. 16p. 1mf. L1 ED 319 013

Teacher Strikes
Reflections of a Strike As Seen through the Eyes of Superintendents. 17p. 1mf. L1 ED 319 104

Teacher Student Ratio
Class Size Reduction Policies: Survey Results. 33p. 1mf. L1 ED 319 206
Impact of Undergraduate Enhancement Funding. Report and Recommendations of the Postsecondary Education Planning Commission. Report 7. 82p. 1mf. L1 ED 319 324
Staff to Student Ratios: Class Size/Caseload. Volumes 1, 2, and 3. 1180p. 13mf. L1 ED 319 205

Teacher Student Relationship
Curricular Experiences of Low Achieving First Graders in a Whole Language Program. 23p. 1mf. L1 ED 319 007
Enhancing Pre-Service Teachers' Contextual Understandings about Their Learners. 17p. 1mf. L1 ED 319 707
Equal Opportunity in the Classroom--Making Teachers Aware. 17p. 1mf. L1 ED 319 691
Social Play in Toddlers: Teacher Intrusions. 15p. 1mf. L1 ED 319 529

Teacher Supervision
Supervising Instruction: What It Is and How To Do It. 215p. mf. L3 ED 319 136
Teaching/Training Social Language in Galang Refugee Camp: A Learning Process. 100p. 2mf. L1 ED 319 239

Teacher Supply and Demand
Impact of Historically Black Institutions on the Supply of Black Teachers. 9p. 1mf. L1 ED 319 735
Preliminary Report--State Indicators of Science and Mathematics Education: Course Enrollments and Teachers. 76p. 1mf. L2 ED 319 621
Recruitment Program for Critical Shortage Elementary Level Special Education Teachers and Related Service Personnel. 126p. 2mf. L1 ED 319 158

Teacher Welfare
Our Children, Our Future. 208p. 3mf. L1 ED 319 841

Teachers
Data Report on Programs for the Handicapped, 1988-89. 34p. 1mf. L1 ED 319 208

Teachers of English to Speakers Other Lanau
Cross Currents, A Journal of Language Teaching and Cross-Cultural Communication, Volumes 13-16, 1986-1989 (8 Issues). 815p. 9mf. L1 ED 319 266

Teachers on Television Project
Teachers on Television. Observing Teachers and Students in Diverse Classroom Settings through the Technology of Television. 499p. 6mf. L2 ED 319 711

Teaching (Occupation)
Knowing Your Audience: Pre- and Post-Assessment of Preservice Teachers' Attitudes and Perceptions. 22p. 1mf. L1 ED 319 684
Preparing More Minority Teachers: SREB States Take Action. 9p. 1mf. L1 ED 319 736

Teaching Conditions
Statewide Assessment and Evaluation of Fourth Grade Mathematics Delivery System. 254p. 3mf. L1 ED 319 761

Teaching Experience
Establishing Clinical Training Sites: Rationale, Benefits and Perspective. 18p. 1mf. L1 ED 319 732
Future Farmers of America--A Profile of Chapters and Advisors. 25p. 1mf. L1 ED 318 921
Novice/Expert Teachers' Time Epistemology. 30p. 1mf. L1 ED 319 717
Secondary School Teachers' Courses of Action in Relation to Experience and Sense of Self-Efficacy. 18p. 1mf. L1 ED 319 715

Teaching Guides
Air Quality and Pollution. Environmental Studies. 4 Color Transparencies, Reproducibles & Teaching Guide. Grade 3, 4, 5. 29p. 1mf. L2 ED 319 624
Land Resources and Pollution. Environmental Studies. 4 Color Transparencies, Reproducibles & Teaching Guide. Grade 3, 4, 5. 30p. 1mf. L2 ED 319 626

Teaching Load
Survey of AASCU Institutions: Compliance with Selected NCATE Standards at the Advanced Level. 28p. 1mf. L1 ED 319 694

Teaching Methods
Breaking New Ground: Teaching Skills of Intelligence. Lethbridge Catholic Separate School District No. 9. 233p. 3mf. L1 ED 319 682
Drawing Marginal Learners into the Big Picture. 54p. 1mf. L1 ED 319 193
Effects of Using Diagrams and Texts To Teach Verbal Chains: A Comparison of Gender and College Major. 14p. 1mf. L1 ED 319 719
Emotionally Impaired Elementary Curriculum. 102p. 2mf. L1 ED 319 180
Gender, Teaching Methods and ACT Scores. 16p. 1mf. L1 ED 318 964
Guidelines for Special Education Paraprofessionals in Oklahoma. 179p. 2mf. L2 ED 319 221
Identification of the Significant Dimensions of Faculty Scholarship. 15p. 1mf. L1 ED 319 319
Impact of Computer-Supported Writing Instruction on the Writing Quality of Learning-Disabled Students. Final Report. 152p. 2mf. L1 ED 319 181

(Continued)

Teaching Methods *(Continued)*
In-Service Program To Foster the Teaching of Life Skills to Moderately Retarded Elementary School Students. 56p. 1mf. L1 ED 319 161
Instructional Choices in Language Arts: Reality or Illusion. 16p. 1mf. L1 ED 319 013
Instructional Design for Teaching Physical Activities: A Knowledge Structures Approach. 298p. mf. L3 ED 319 729
Instructional Discourse and Student Engagement. 35p. 1mf. L1 ED 319 780
Integrated Occupational Program, Grades 8 and 9 Social Studies: Teacher Resource Manual. Interim. 235p. 3mf. L1 ED 319 646
Microworlds to Macroworlds: Conceptual Transfer and Activity Setting. Technical Report No. 46. 20p. 1mf. L2 ED 319 379
Model of the Influences on Teacher Practice and Student Learning: Case Studies of Twelve Teachers Inform Preservice and Inservice Teacher Education. 39p. 1mf. L1 ED 319 710
Perceptions: Volume 24, Numbers 1-4, Fall 1988-Summer 1989. 155p. 2mf. L1 ED 319 204
Project SOLID START. 9p. 1mf. L1 ED 319 490
Responding to the Environmental Crisis: the Pedagogic Challenge. 20p. 1mf. L1 ED 319 633
Science, Sciencing and Science Education: An Integrated Approach to Science Education in Early Childhood. 15p. 1mf. L1 ED 319 525
Shared Book Experience: An Alternative to the Basal Reading Approach. 19p. 1mf. L2 ED 319 018
Strengthening Teacher Preparation for Motor Performance Skill Development--Motor Processes Approach. 20p. 1mf. L1 ED 319 713
Study of "Developmentally Appropriate" Kindergarten Programs in Practice. 45p. 1mf. L1 ED 319 527
Teacher Knowledge and the Language of Science Teaching. 26p. 1mf. L1 ED 319 613
Teaching Science to the Gifted. 37p. 1mf. L1 ED 319 157
Tips for Teaching Marginal Learners. 22p. 1mf. L1 ED 319 192
Toward a Model of Expert Teachers' Knowledge Structures: The Identification of Common Features across Studies. 37p. 1mf. L1 ED 319 718
Validity of Alternative Measurement Procedures for Assessing Mathematical Problem-Solving Processes and Performance. 35p. 1mf. L1 ED 319 781
1990 Agenda for the National Center for Research in Vocational Education. 43p. 1mf. L2 ED 318 870

Teaching Skills
Development of Materials for Use in a Comprehensive Teaching Improvement System. Final Report. 71p. 1mf. L1 ED 319 336

Teaching Styles
Developing Skills in Geographical Education. 361p. 4mf. L1 ED 319 644
Effects of Encouragement or Discouragement for Using Hands-On Science Activities upon Teaching Style. 13p. 1mf. L1 ED 319 608
Model of the Influences on Teacher Practice and Student Learning: Case Studies of Twelve Teachers Inform Preservice and Inservice Teacher Education. 39p. 1mf. L1 ED 319 710
Temperament Types of Social Studies Teachers. 12p. 1mf. L1 ED 319 659

Team Sports
Application of Research to the Teaching of Basketball at the Elementary School Level. 36p. 1mf. L1 ED 319 696

Team Teaching
Cross-Cultural Team Teaching: E-mail for Literary Analysis. 18p. 1mf. L1 ED 319 060
Toward Collegial Inquiry: Is There More to Clinical Supervision Than the Improvement of Practice? 30p. 1mf. L1 ED 319 724

Technical Assistance
Colorado 1988 Annual ECIA Chapter 2 Report: Public Law 97-35. 49p. 1mf. L1 ED 319 573
Directory of Selected Early Childhood Programs, 1989-1990. 295p. 4mf. L1 ED 319 183
Secondary Transition Intervention Effectiveness: Fourth Annual Report. 145p. 2mf. L1 ED 319 222

Technical Education
Development of an Effectiveness Criteria Model for Evaluating Vocational Education. 17p. 1mf. L1 ED 319 802
Mentoring in 2 + 2 Programs: LISD/ACC 2 + 2 Articulation Project. 17p. 1mf. L1 ED 319 415

Technical Institutes
New Hampshire Technical Colleges & Institute Graduate Placement Report, 1989. 21p. 1mf. L1 ED 318 862

Technological Advancement
Advancing Technology Use: Barriers to Research Utilization. 29p. 1mf. L1 ED 319 189
New Communication Media Technologies: Perceptual, Cognitive and Aesthetic Effects. 17p. 1mf. L1 ED 319 091
State of Nevada Telecommunications Study. Assembly Concurrent Resolution 68. 285p. 3mf. L1 ED 319 567

Technology
Assistive Technology Resource Directory. 73p. 1mf. L1 ED 319 191

Technology Transfer
Formative Experiments on Technologies That Change the Organization of Instruction. 13p. 1mf. L1 ED 319 404
Overview of Design, Implementation, and Transfer Considerations for the International Use of Instructional Video. 7p. 1mf. L2 ED 319 400
What Today's Educational Technology Needs: Defensible Evaluations and Realistic Implementation. 13p. 1mf. L1 ED 319 367

Telecommunications
Growth of English as the Language of Global Satellite Telecommunications. 15p. 1mf. L1 ED 319 368
Industry/Postsecondary Education Partnership for Faculty Development. 45p. 1mf. L1 ED 319 338
Local and Long Distance Computer Networking for Science Classrooms. Technical Report No. 43. 11p. 1mf. L2 ED 319 376
State of Nevada Telecommunications Study. Assembly Concurrent Resolution 68. 285p. 3mf. L1 ED 319 567
Teaching "Federalist #10": A Lesson Plan for High School Teachers. 18p. 1mf. L1 ED 319 640
Telecommunications in Teacher Education: Closing the Gap between University and Extension Programs. 15p. 1mf. L1 ED 319 678
Virginia Telemedia Systems for Administrative, Training and Educational Uses. 65p. 1mf. L1 ED 319 388

Telecommunications Policy
State of Nevada Telecommunications Study. Assembly Concurrent Resolution 68. 285p. 3mf. L1 ED 319 567

Teleconferencing
Comparative Study of Compression Video Technology. 109p. 2mf. L2 ED 319 361
Computer-Supported Collaborative Learning in a Multi-Media Distance Education Environment. 17p. 1mf. L1 ED 319 381
From Slates to Satellites. Report on Open Learning with New Technologies for Rural Communities. 43p. 1mf. L1 ED 319 396
Virginia Telemedia Systems for Administrative, Training and Educational Uses. 65p. 1mf. L1 ED 319 388

Telecourses
Teachers on Television. Observing Teachers and Students in Diverse Classroom Settings through the Technology of Television. 499p. 6mf. L2 ED 319 711
Telecommunications in Teacher Education: Closing the Gap between University and Extension Programs. 15p. 1mf. L1 ED 319 678

Telephone Communications Systems
Benefits of Telefacsimile for High School Library Media Centers. Telefacsimile in Schools: Why Fax? 13p. 1mf. L1 ED 319 390

Telephone Usage Instruction
Winterberry City: Map Games and Activities for Language and Problem Solving. 104p. 2mf. L2 ED 319 156

Television
Ward Doesn't Live Here Anymore. 15p. 1mf. L2 ED 318 956

Television Commercials
Children's Television Act of 1989. Senate Report together with Minority Views of the Senate Committee on Commerce, Science, and Transportation on S. 1992. One Hundred First Congress, First Session. 31p. 1mf. L1 ED 319 519

Television Criticism
Reading Meta-Television: A New Model for Reader-Response Criticism. 25p. 1mf. L1 ED 319 084

Television Literacy
New Communication Media Technologies: Perceptual, Cognitive and Aesthetic Effects. 17p. 1mf. L1 ED 319 091

Television Research
New Communication Media Technologies: Perceptual, Cognitive and Aesthetic Effects. 17p. 1mf. L1 ED 319 091
Unequal Picture. Black, Hispanic, Asian and Native American Characters on Television. 50p. 1mf. L2 ED 319 366

Television Viewing
New Communication Media Technologies: Perceptual, Cognitive and Aesthetic Effects. 17p. 1mf. L1 ED 319 091
Reading Meta-Television: A New Model for Reader-Response Criticism. 25p. 1mf. L1 ED 319 084

TEMAS Thematic Apperception Test
Assessment of Attention Deficit Disorder Using a Thematic Apperception Technique. 25p. 1mf. L1 ED 319 793

Temperature
Cognitive Conflict and Cooperative Learning. 13p. 1mf. L1 ED 319 598

Tennessee
Condition of Rural Education in Tennessee: A Profile. 13p. 1mf. L1 ED 319 578
Profile of Elder Abuse and Neglect in Tennessee. 21p. 1mf. L1 ED 319 725

Tenure
Administrator Tenure Statutes and Other Legislative Protection of Position. A Legal Memorandum. 6p. 1mf. L2 ED 319 122

Test Anxiety
College and Adult Reading X: The Tenth Yearbook of the North Central Reading Association. 225p. 3mf. L1 ED 318 993
College and Adult Reading XI: The Eleventh Yearbook of the North Central Reading Association. 173p. 2mf. L1 ED 318 994

Test Coaching
SAT Preparation: Selected Resources. 46p. 1mf. L1 ED 319 809

Test Construction
Comparison of Mothers' and Children's Reports of Life Stress in the Children's Lives. 14p. 1mf. L1 ED 319 495
Development of a New Simultaneous Processing Scale. 16p. 1mf. L1 ED 319 770
Dichotomous Search Strategies for Computerized Adaptive Testing. 21p. 1mf. L1 ED 319 749
Essential Skills Reading Test Blueprint. (Fifth Edition). 84p. 1mf. L1 ED 319 766
Further Development of an Elementary Science Teaching Efficacy Belief Instrument: A Preservice Elementary Scale. 30p. 1mf. L1 ED 319 601
Instrument To Measure Spatial-Symbolic Information Processing Ability. 17p. 1mf. L1 ED 319 609
Meaning of Money Revisited: Workers' View. 14p. 1mf. L1 ED 318 984
Measuring Procrastination Attitudinally and Behaviorally. 12p. 1mf. L1 ED 319 792
On the Twelfth Day of Testing My District Gave to Me a Useful Testing Strategy. 33p. 1mf. L1 ED 319 751
State of Assessment Programs: What Are State-Wide Assessment Programs Doing? 42p. 1mf. L2 ED 319 808
Videotaped-Based Teacher Tests: Bells, Whistles or Bona Fide Assessment? 10p. 1mf. L1 ED 319 806

Test Format
Evaluation of Simulated Oral Proficiency Interviews as Measures of Spoken Language Proficiency. 13p. 1mf. L1 ED 319 231
Investigating Differences in Mean Score on Adaptive and Paper and Pencil Versions of the College Level Academic Skills Reading Test. 12p. 1mf. L1 ED 319 791
Measuring Task Proficiency with Tailored Response Testing. 6p. 1mf. L1 ED 319 776

Test Interpretation
Crisis in Measurement Literacy in Psychology and Education. 16p. 1mf. L1 ED 319 778

Test Items
Estimate of Difficulty and Dimensional Strengths of Test Items That Measure More Than One Ability. 20p. 1mf. L1 ED 319 750
Further Development of an Elementary Science Teaching Efficacy Belief Instrument: A Preservice Elementary Scale. 30p. 1mf. L1 ED 319 601

Test Reliability
Assessment of Attention Deficit Disorder Using a Thematic Apperception Technique. 25p. 1mf. L1 ED 319 793
Increasing Score Reliability with Item-Pattern Scoring: An Empirical Study in Several Score Metrics. 24p. 1mf. L1 ED 319 800
Using Readiness Tests To Route Kindergarten Students: The Snarled Intersection of Psychometrics, Policy, and Practice. 46p. 1mf. L1 ED 319 540

Test Results
Classroom Texts: An Investigation of the Correlative Features of Assigned Reading and Test Performance. Applied Educational Research and Evaluation. 37p. 1mf. L1 ED 319 745

Test Reviews
Validity and Reliability of Instruments Used in Identifying Gifted and Talented Students. 39p. 1mf. L1 ED 319 159

Test Use
Computer Assisted Instruction for Teaching Measurement-Based Clinical Hypothesis Testing. 22p. 1mf. L1 ED 319 756
Proficiency and the Schools. 20p. 1mf. L1 ED 319 743

Test Validity
Challenge of Collecting Stories from Language Disabled Preschool Children. 9p. 1mf. L1 ED 319 160
How Accurate Are SAT Race Results? 9p. 1mf. L1 ED 319 807
Reliability and Validity of Multiple-Choice Examinations as a Function of the Number of Options per Item and Student Ability. 37p. 1mf. L1 ED 319 795
Spatial Visualization Test for Selecting Engineering Students. 10p. 1mf. L1 ED 319 767
Study of the Performance of Hearing Impaired Children on the K-ABC. 21p. 1mf. L1 ED 319 785
Use of the Cloze Procedure To Measure Reading Comprehension and Language Ability of the Deaf. 89p. 1mf. L2 ED 319 185
Validity and Reliability of Instruments Used in Identifying Gifted and Talented Students. 39p. 1mf. L1 ED 319 159

Testing Problems
Challenge of Collecting Stories from Language Disabled Preschool Children. 9p. 1mf. L1 ED 319 160

Testing Programs
Current State Science Assessments: Is Something Better Than Nothing? 30p. 1mf. L1 ED 319 763

Texas
Brown Out: An Appraisal of the Role of the Public School as an Acculturating Agency of Mexican Americans in Texas, 1850-1968. 281p. 3mf. L1 ED 319 541
Project Redesign: A Cooperative School Improvement Program Involving Four Rural School Districts and Texas Tech University. 13p. 1mf. L1 ED 319 543
Statistical Supplement to the Annual Status Report on Texas Community Junior Colleges and Technical Institutes, 1989. Fiscal Year 1989, September 1, 1988-August 31, 1989. 108p. 2mf. L1 ED 319 417

Texas (Corsicana)
Operation Rescue, Corsicana: An Early Intervention Program. 19p. 1mf. L1 ED 319 133

Texas A and M University
Development of a Computer-Based Instructional Management System through School-University Collaboration. 10p. 1mf. L1 ED 319 102

Text Factors
Recall of Information Separating Two Inconsistent Propositions: An Experimental Test of the "Cognitive Dumping" Hypothesis. 13p. 1mf. L1 ED 319 004

Text Structure
Effect of Amount of Intervening Text on Detection of Semantic Inconsistencies by Competent and Less Competent College Readers. 18p. 1mf. L1 ED 319 005

Textbook Bias
Multicultural Education for Educators. 20p. 1mf. L1 ED 319 688

Textbook Content
Evaluation of Science and Geography Documents and Texts in Ontario Schools from an Environmental Perspective. 208p. 3mf. L1 ED 319 615
Recurring Author: William Shakespeare, a Case Study through Content Analysis. 151p. 2mf. L1 ED 319 042

Textbook Selection
Multicultural Education for Educators. 20p. 1mf. L1 ED 319 688

Textbooks
Evaluation of Science and Geography Documents and Texts in Ontario Schools from an Environmental Perspective. 208p. 3mf. L1 ED 319 615

Theater Arts
First Grade Children's Comprehension and Recall of "Noodle Doodle Box." A Final Report. 168p. 2mf. L1 ED 319 532

Theatre for Young People
First Grade Children's Comprehension and Recall of "Noodle Doodle Box." A Final Report. 168p. 2mf. L1 ED 319 532

Theories
Developmental Theories and Instructional Strategies: A Summary Paper. SIDRU Research Report No. 5. 131p. 2mf. L2 ED 319 482

Theory Practice Relationship
Critical Thinking: Toward Intellectual Accountability and Social Responsibility. A Research Project on Critical Thinking, Cooperative Learning and Moral Development. 46p. 1mf. L1 ED 319 497
From Theory to Practice: ESL and Literature. 19p. 1mf. L2 ED 319 242
NCELTR Literacy Project. 9p. 1mf. L1 ED 319 267
Study of "Developmentally Appropriate" Kindergarten Programs in Practice. 45p. 1mf. L1 ED 319 527
Technology with Low Incidence Populations: Promoting Access to Education and Learning. 50p. 1mf. L1 ED 319 190
Theory and Concepts in Qualitative Research: A Theory of Methodology in a Study of Directed Change. 27p. 1mf. L1 ED 319 759

Therapeutic Recreation
Medicine and Physical Education: A Successful Education Experiment. 8p. 1mf. L1 ED 319 695
Planned Recreation Intervention Program: Its Effect on Perceived Leisure Freedom of Mentally Ill Patients. 6p. 1mf. L1 ED 319 740

Therapists
Recruitment Program for Critical Shortage Elementary Level Special Education Teachers and Related Service Personnel. 126p. 2mf. L1 ED 319 158

Thinking Skills
Breaking New Ground: Teaching Skills of Intelligence. Lethbridge Catholic Separate School District No. 9. 233p. 3mf. L1 ED 319 682
Cognitive Education Bibliography. 43p. 1mf. L1 ED 319 727
Research on Wordprocessing and Writing Instruction. 6p. 1mf. L1 ED 319 359
Staff Development for Higher Order Thinking: A Synthesis of Practical Wisdom. 26p. 1mf. L1 ED 319 728
Teaching Critical Thinking at the University Level: A Review of Some Empirical Evidence. 14p. 1mf. L1 ED 319 279
Thinking Skills for an Interdependent World. 9p. 1mf. L1 ED 319 671
Value of Ideas: The Immersion Approach to the Development of Thinking. Elementary Subjects Center Series No. 20. 34p. 1mf. L1 ED 319 506

Three Parameter Model
Increasing Score Reliability with Item-Pattern Scoring: An Empirical Study in Several Score Metrics. 24p. 1mf. L1 ED 319 800

Time Management
Classroom Management. 22p. 1mf. L1 ED 319 683
Novice/Expert Teachers' Time Epistemology. 30p. 1mf. L1 ED 319 717
Relationship between Quality of Work Life and Job Satisfaction: A Study of the Nation's Municipal Clerks. 20p. 1mf. L1 ED 318 939

Time on Task
Student Self-Management To Increase On-Task Behavior, Research Brief for Teachers T3. 3p. 1mf. L1 ED 319 227

Time Perspective
Novice/Expert Teachers' Time Epistemology. 30p. 1mf. L1 ED 319 717

Tinto Model
Elaboration of Tinto's Model of College Student Departure: A Qualitative Study of Freshman Experiences. 32p. 1mf. L1 ED 318 926

Toddlers
Social Play in Toddlers: Teacher Intrusions. 15p. 1mf. L1 ED 319 529

Toys
Lekotek Center. Check This Out Series. 4p. 1mf. L1 ED 319 409

Trade and Industrial Education
Trade and Industrial Education Teachers; A National Study of Certification Requirements. 18p. 1mf. L1 ED 318 878

Trade and Industrial Teachers
Substance Abuse in the Workplace: Implications for Trade & Industry Education. 14p. 1mf. L1 ED 318 880

Training
Child Care Council of Westchester's "Hope for the Homeless." 8p. 1mf. L1 ED 319 507
Evolution of Shared Decision Making in School-Based Management. 7p. 1mf. L1 ED 319 131
Guidelines for Special Education Paraprofessionals in Oklahoma. 179p. 2mf. L2 ED 319 221

Training Methods
Assessing Student Performance: The Effect of Procedural Contrast between Training and Probe Conditions. 36p. 1mf. L1 ED 319 214
Effective Extension Model for Early Childhood Education. 24p. 1mf. L1 ED 319 458
Relaxation Theory for Rural Youth. Research Bulletin No. 46. 48p. 1mf. L1 ED 319 575
Second Generation Tutoring Model: Position Paper. Evaluation Plan for Second Generation Tutoring Model. Training Plan for Second Generation Tutoring Program. 39p. 1mf. L1 ED 319 447

Transfer of Training
Transfer Problems, Lost Keys, and Lampposts: A Historical Perspective as a Guide for Future Research. 14p. 1mf. L1 ED 319 634

Transfer Policy
Directory of Colleges and Universities Granting Credits for Attainment of Rating as Certified Professional Secretary. 13p. 1mf. L1 ED 318 909
Handbook of California Articulation Policies and Procedures, 1989. 82p. 1mf. L1 ED 319 460
Transfer of Credit Study (Discussion Item). 7p. 1mf. L1 ED 319 430
Virginia Community Colleges Transfers to In-State Public Four-Year Colleges and Universities: Data Exchange and Analysis Context. 70p. 1mf. L1 ED 319 459

Transfer Programs
Migrant Education, Interstate Secondary Credit Accrual and Acceptance Manual: Practical Guidelines for School Personnel Serving Migrant Secondary Students. 174p. 2mf. L1 ED 319 546

Transformational Generative Grammar
Code-Cognition Approaches to Language Learning. 11p. 1mf. L1 ED 319 234

Transitional Programs
"Survey of Agency Services to Persons Who Have Severe Disabilities." Results of the Survey. 20p. 1mf. L1 ED 319 175
Correctional Training, Industries and Education. TIE. 40p. 1mf. L1 ED 318 899
Educating At-Risk Youth: Practical Tips for Teachers. 39p. 1mf. L1 ED 319 875
Road Map to Transition for Young Adults with Severe Disabilities. 47p. 1mf. L1 ED 319 201
School Community Education Program in New York City 1988-89. Volume IV. OREA Evaluation Section Report. 59p. 1mf. L1 ED 319 872
Secondary Transition Intervention Effectiveness: Fourth Annual Report. 145p. 2mf. L1 ED 319 222

Transpersonal Counseling
Comparison of Transpersonal, Wholistic, and Other Major Counseling Theories. 20p. 1mf. L1 ED 318 927

Travel Training
Winterberry City: Map Games and Activities for Language and Problem Solving. 104p. 2mf. L2 ED 319 156

Trend Analysis
Aging and Old Age in Ghana. 26p. 1mf. L1 ED 318 932
Commitment to Access: Undergraduate Student Financial Assistance Provided Directly by Independent Colleges and Universities. 38p. 1mf. L1 ED 319 344
Findings from the NELS:88 Base Year Student Survey. 61p. 1mf. L1 ED 319 747
Reallocation of Financial Aid from Poor to Middle Income and Affluent Students, 1978 to 1990. ACT Student Financial Aid Research Report Series 90-2. 75p. 1mf. L1 ED 319 312
Ward Doesn't Live Here Anymore. 15p. 1mf. L2 ED 318 956
2020 Perfect Vision for the Next Century: An Environmental Scan. 128p. 2mf. L1 ED 319 451

Troubleshooting
Troubleshooting Micro's. 13p. 1mf. L1 ED 319 365
Troubleshooting Microcomputers. A Technical Guide for Polk County Schools. 97p. 2mf. L1 ED 319 364

True Scores
Improving Prediction by Correcting Test Scores for Person Disturbances Using the Rasch Model. 5p. 1mf. L1 ED 319 768

Tutorial Programs
Are Principles of Writing across the Curriculum Applicable to ESL Students in Content Courses? Research Findings. 20p. 1mf. L1 ED 319 264
School Community Education Program in New York City 1988-89. Volume I. OREA Evaluation Section Report. 107p. 2mf. L1 ED 319 869
Second Generation Tutoring Model: Position Paper. Evaluation Plan for Second Generation Tutoring Model. Training Plan for Second Generation Tutoring Program. 39p. 1mf. L1 ED 319 447

Tutoring
Effects of Paired Student Interaction in the Computer Tutoring of Statistics. 14p. 1mf. L1 ED 319 146
Enhancing Pre-Service Teachers' Contextual Understandings about Their Learners. 17p. 1mf. L1 ED 319 707
Immigrant and Refugee Tutoring Programs: A D.C. Schools Project Handbook. "Tutoring and Befriending." 200p. 3mf. L1 ED 319 868
Second Generation Tutoring Model: Position Paper. Evaluation Plan for Second Generation Tutoring Model. Training Plan for Second Generation Tutoring Program. 39p. 1mf. L1 ED 319 447

Tutors
Guide to Resources for ESL Literacy Facilitators. 21p. 1mf. L1 ED 319 268
Second Generation Tutoring Model: Position Paper. Evaluation Plan for Second Generation Tutoring Model. Training Plan for Second Generation Tutoring Program. 39p. 1mf. L1 ED 319 447

Two Year College Students
Academic Performance of PVCC Transfers to Virginia Public Senior Institutions of Higher Education (1988-89). 31p. 1mf. L1 ED 319 420
Germanna Community College. The Year at a Glance, 1988-89. 51p. 1mf. L1 ED 319 437
Los Rios Community College District Office of Planning and Research Student Persistence Study. 35p. 1mf. L1 ED 319 441
Los Rios Transfer Statistics: Fall 1988/Spring 1989 Update. 38p. 1mf. L1 ED 319 442
Planning for Change: Fall 1988 Enrollment Update. Sixth Report in the "Planning for Change" Series. 86p. 1mf. L1 ED 319 440
Statistical Profile of Two-Year College Education in West Virginia, 1987-1988. 86p. 1mf. L1 ED 319 416
Statistical Supplement to the Annual Status Report on Texas Community Junior Colleges and Technical Institutes, 1989. Fiscal Year 1989, September 1, 1988-August 31, 1989. 108p. 2mf. L1 ED 319 417

Two Year Colleges
How Do Community Colleges Serve Business and Industry? A Review of Issues Discussed in the Literature. 62p. 1mf. L1 ED 319 443

Type I Errors
Summarizing Monte Carlo Results in Methodological Research: The Oneway Fixed-Effects ANOVA Case. 30p. 1mf. L1 ED 319 774

Undergraduate Students
Do We See Ourselves as Others Infer: A Comparison of Self-Other Agreement on Multiple Dimensions of Self-Concept from Two Continents. 35p. 1mf. L1 ED 319 787
Impact of Undergraduate Enhancement Funding. Report and Recommendations of the Postsecondary Education Planning Commission. Report 7. 82p. 1mf. L1 ED 319 324
Multidimensionality of Students' Evaluations of Teaching Effectiveness: The Generality of Factor Structures across Academic Discipline, Instructor Level, and Course Level. 18p. 1mf. L1 ED 319 788

Undergraduate Study
Rethinking the Curriculum To Meet the Needs of Underprepared, Underrepresented, and Economically Disadvantaged Students: Majors and Courses for the 21st Century. 12p. 1mf. L1 ED 319 467

Undocumented Immigrants
Educating Undocumented Children: A Review of Practices and Policies. A Trends and Issues Paper. 51p. 1mf. L1 ED 319 585

Unemployment Insurance
Success in the Works. A Policy Paper. A Labour Force Development Strategy for Canada = Le Nouveau Mode d'Emploi. Enonce de Politique. Une Strategie de Mise en Valeur de la Main-d'Oeuvre Canadienne. 51p. 1mf. L1 ED 318 900

Union Catalogs
Handbook for Local Coordinators: Value-Added, Compact Disk, Union Catalog Test Phase. 38p. 1mf. L1 ED 319 407

Unions
Alternative Model of Childcare: The Experience of the National Trades Union Congress of Singapore. 22p. 1mf. L1 ED 319 494
Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education; Volume 16. 271p. 3mf. L2 ED 319 309
Unionization among College Faculty--1990. 13p. 1mf. L2 ED 319 310

Unit for the Development of Adult Continuin
Understanding Competence. A Development Paper. 40p. 1mf. L1 ED 318 889

United Nations
Studying the World and the United Nations System. 182p. mf. L3 ED 319 661

United Nations World Assembly on Aging
Report on the United Nations World Assembly on Aging. Based on a Follow-Up Conference (Tampa, Florida, December 7, 1983). 45p. 1mf. L1 ED 318 841

United States
Comparison of American and African Students on Who Is Admired and Why. 13p. 1mf. L1 ED 319 498
(Continued)

United States *(Continued)*
Discussions about Aging: Sweden and the United States. 73p. 1mf. L1 ED 318 850

United States (South)
Case for the Integration of Multicultural Education into the Curricula of Small Southern Rural Colleges and Universities. 25p. 1mf. L1 ED 319 549

United States (Southeast)
Southeast's 21st Challenge...The Need To Build a Quality Workforce. 71p. 1mf. L1 ED 318 871

United States History
Back to the Future. 18p. 1mf. L1 ED 319 045
Resource Text for American History. 103p. 2mf. L1 ED 319 653
Teaching "Federalist #10": A Lesson Plan for High School Teachers. 18p. 1mf. L1 ED 319 640

University Council for Educational Administ
NCPEA--UCEA: Converging Missions. 11p. 1mf. L1 ED 319 114

University of Central Texas
Study of University of Central Texas Student Opinions Concerning Academic and Service Programs. 36p. 1mf. L1 ED 319 306

University of Connecticut Storrs
Double Jeopardy--The Precarious Status of Women of Color: Issues of Race/Ethnicity and Gender at the Storrs Campus. The Status of Women at the University of Connecticut. 55p. 1mf. L1 ED 319 315

University of Maryland College Park
Profile of Incoming Freshmen at the University of Maryland, College Park, 1989-1990. Research Report #1-90. 16p. 1mf. L1 ED 319 328

University of Pennsylvania
Master of Arts and Professional Studies Program. 29p. 1mf. L1 ED 319 337

University of Tennessee Knoxville
Characteristics of "Established" Students: A Descriptive Study of Married 30-50 Year Old Reentry Students. Teaching Learning Issues No. 67. 20p. 1mf. L1 ED 318 882

University of Toledo OH
Report to Participants in School-Community Relations Survey. 17p. 1mf. L1 ED 319 103

University of Vermont
Increasing Female Enrollment in Industrial Education. 6p. 1mf. L1 ED 318 879

Urban Areas
Growth and Concentration of Hispanic Enrollment and the Future of American Education. 36p. 1mf. L1 ED 319 819
Metropolitan Housing Opportunities for Poor and Working Class Minorities. 56p. 1mf. L2 ED 319 846

Urban Education
Special Education in America's Cities: A Descriptive Study. 120p. 2mf. L2 ED 319 187

Urban Schools
Current Practice: Is It Enough? 36p. 1mf. L1 ED 319 851
Images of Potential Report of a Working Conference of the Learning Tomorrow Project (Racine, Wisconsin, January 1989). 41p. 1mf. L1 ED 319 383
Special Education in America's Cities: A Descriptive Study. 120p. 2mf. L2 ED 319 187

Urban Youth
Comparison of Mothers' and Children's Reports of Life Stress in the Children's Lives. 14p. 1mf. L1 ED 319 495

Urdu
Development of Affixes in Urdu: A Case Study. 27p. 1mf. L1 ED 319 238

Use Studies
Microcomputers in Instruction, 1984-85 through 1987-88. Publication No. 538. 139p. 2mf. L1 ED 319 385
Study of Issues Related to the Implementation of Computer Technology in Schools. Final Report, July, 1981. Technical Report No. 2. 142p. 2mf. L1 ED 319 370

User Cordial Interface
Microcomputer-Based User Interface for Library Online Catalogue. 15p. 1mf. L1 ED 319 384

User Needs (Information)
Kids Need Libraries: School and Public Libraries Preparing the Youth of Today for the World of Tomorrow. 14p. 1mf. L1 ED 319 408
Librarianship and Documentation Studies: A Handbook of Teaching and Learning Materials. Volume 3. 88p. 1mf. L1 ED 319 410

Utilitarianism
Ethical Perspectives on the Current Controversy Regarding Openness in Adoption. 17p. 1mf. L1 ED 319 477

Validity
Putting the "But" Back in Meta-Analysis: Issues Affecting the Validity of Quantitative Reviews. 12p. 1mf. L1 ED 319 784

Value Judgment
Adult Experience of Anger: Implications for Research on Children. 16p. 1mf. L1 ED 319 524

Values
Meaning of Money Revisited: Workers' View. 14p. 1mf. L1 ED 318 984
Social Capital, Value Consistency, and the Achievement Outcomes of Home Education. 17p. 1mf. L2 ED 319 744
Work Values and Job Satisfaction of Potential Minority Leaders in Community College Settings. 24p. 1mf. L1 ED 319 469
Work Values of Preservice and Inservice Teachers and Educators. 10p. 1mf. L1 ED 319 721

Values Education
Character and Value Education: Teaching Strategies. 107p. 2mf. L1 ED 319 672
Proceedings of the Annual Conference of the Midwest Philosophy of Education Society (Chicago, Illinois, November 13-14, 1987 and November 11-12, 1988). 233p. 3mf. L1 ED 319 670
Report of the Advisory Council on Developing Character and Values in New Jersey Students. 14p. 1mf. L1 ED 318 974

Verbal Communication
Analysis of the Content and Form of Students' Verbal Interactions in Cooperative Groups. 49p. 1mf. L1 ED 319 082
CCCC: Bibliography of Composition and Rhetoric, 1987. 192p. mf. L3 ED 319 054

Vermont
At-Risk Youth in Vermont: A Resource Directory. 86p. 1mf. L1 ED 319 855
Vermont Lighthouse School District Project: Comprehensive Planning for At-Risk Youth. 25p. 1mf. L1 ED 319 854

Veterans Administration
Montgomery GI Bill. Hearings before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, One Hundred First Congress, First Session (September 14 and 21, 1989). 473p. 5mf. L1 ED 318 895

Veterans Education
Montgomery GI Bill. Hearings before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, One Hundred First Congress, First Session (September 14 and 21, 1989). 473p. 5mf. L1 ED 318 895

Victims of Crime
Crime and the Elderly. A Report of the Crime Task Force. 123p. 2mf. L1 ED 318 847
Hispanic Victims. Special Report. 13p. 1mf. L1 ED 319 836
Violence in Schools. Research in Brief. 5p. 1mf. L1 ED 319 837

Video Audio Compressed
Comparative Study of Compression Video Technology. 109p. 2mf. L2 ED 319 361

Video Equipment
Effect of Simultaneous Motion Presentation and Graph Generation in a Kinematics Lab. 13p. 1mf. L1 ED 319 597
New Communication Media Technologies: Perceptual, Cognitive and Aesthetic Effects. 17p. 1mf. L1 ED 319 091

Videodisks
Children's Use of the Unique Features of Interactive Videodiscs. Technical Report No. 42. 22p. 1mf. L2 ED 319 375
Palenque Optical Disc Prototype: Design of Multimedia Experiences for Education and Entertainment in a Nontraditional Learning Context. Technical Report No. 44. 19p. 1mf. L2 ED 319 377
Palenque Project: A Process of Design and Development as Research in the Evolution of an Optical Disc Prototype for Children. Technical Report No. 47. 15p. 1mf. L1 ED 319 391

Videotape Cassettes
Measuring Task Proficiency with Tailored Response Testing. 6p. 1mf. L1 ED 319 776

Videotape Recordings
Bibliography of the Use of Video-Cassettes as a Teaching Medium in Higher Education. 59p. 1mf. L1 ED 319 395
From Slates to Satellites. Report on Open Learning with New Technologies for Rural Communities. 43p. 1mf. L1 ED 319 396
Industry/Postsecondary Education Partnership for Faculty Development. 45p. 1mf. L1 ED 319 338
Overview of Design, Implementation, and Transfer Considerations for the International Use of Instructional Video. 7p. 1mf. L2 ED 319 400
Videotaped-Based Teacher Tests: Bells, Whistles or Bona Fide Assessment? 10p. 1mf. L1 ED 319 806

Vietnamese People
Teaching/Training Social Language in Galang Refugee Camp: A Learning Process. 100p. 2mf. L1 ED 319 239

Vignettes
On the Need to Use Control Vignettes in Social Science Research. 32p. 1mf. L1 ED 319 657

Violence
Crime and the Elderly. A Report of the Crime Task Force. 123p. 2mf. L1 ED 318 847
Lurking Evil: Racial and Ethnic Conflict on the College Campus. AASCU Issues. 135p. 2mf. L2 ED 319 313
Violence in Schools. Research in Brief. 5p. 1mf. L1 ED 319 837

Virginia
Condition of Rural Education in Virginia: A Profile. 15p. 1mf. L1 ED 319 577
Leadership for AIDS Education. Keys to School Boardsmanship. A Program of Continuing Education for School Board Members. 433p. 5mf. L1 ED 319 111
Virginia Community Colleges Transfers to In-State Public Four-Year Colleges and Universities: Data Exchange and Analysis Context. 70p. 1mf. L1 ED 319 459

Virginia (King and Queen County)
Developing and Implementing a Middle School Program To Improve the Achievement of Students in Grade Six through Grade Eight. 126p. 2mf. L1 ED 319 509

Visitor Behavior
Exhibit Interpreter: An Attention-Focuser in Science Museums. 25p. 1mf. L1 ED 319 616

Visual Measures
Development of a New Simultaneous Processing Scale. 16p. 1mf. L1 ED 319 770

Visualization
Imagery: A Neglected Correlate of Reading Instruction. 19p. 1mf. L1 ED 319 039
Spatial Visualization Test for Selecting Engineering Students. 10p. 1mf. L1 ED 319 767

Vocabulary
Bangs Receptive Vocabulary Checklist: Manual and Stimulus Book. 90p. 1mf. L2 ED 319 155
Terminological Interference in the Study of the Social Aspects of Language. 14p. 1mf. L1 ED 319 236

Vocabulary Development
Reading: Practice Book 1--Practice in Basic Reading Skills. 99p. 2mf. L2 ED 319 033
Reading: Practice Book 2--Practice in Basic Reading Skills. 98p. 2mf. L2 ED 319 034
Reading: Practice Book 3--Practice in Basic Reading Skills. 98p. 2mf. L2 ED 319 035
Reading: Practice Book 4--Practice in Basic Reading Skills. 99p. 2mf. L2 ED 319 036
Reading: Practice Book 5--Practice in Basic Reading Skills. 100p. 2mf. L2 ED 319 037
Reading: Practice Book 6--Practice in Basic Reading Skills. 100p. 2mf. L2 ED 319 038
Reading: Preschool--Practice in Basic Reading Skills. 132p. 2mf. L2 ED 319 032
Vocabulary Knowledge: Guidelines for Instruction. What Research Says to the Teacher. 35p. 1mf. L2 ED 319 001

Vocabulary Skills
Vocabulary Knowledge: Guidelines for Instruction. What Research Says to the Teacher. 35p. 1mf. L2 ED 319 001

Vocat
Perceptions Re: Adequacy and Effectiveness of the JTPA and V.E. Perkins Act Programs in Illinois. Report 23. 26p. 1mf. L1 ED 318 877

Vocational Adjustment
Manual for the Work Performance Assessment. 75p. 1mf. L1 ED 319 197
Success in the Works: A Profile of Canada's Emerging Workforce = Le nouveau mode d'emploi: Profil de la croissance du marche du travail. 71p. 1mf. L2 ED 319 824

Vocational Aptitude
Manual for the Occupational Report. 39p. 1mf. L1 ED 319 198

Vocational Directors
1990 Agenda for the National Center for Research in Vocational Education. 43p. 1mf. L2 ED 318 870

Vocational E
Advice to the Private Sector. Report 3. 23p. 1mf. L1 ED 318 873

Vocational Education
California Plan for Career-Vocational Education. Part Two: Implementation Strategies. 72p. 1mf. L1 ED 319 448
Content of General Education in Relation to Occupational Training. Country Experiences. 72p. 1mf. L2 ED 318 884
Development of an Effectiveness Criteria Model for Evaluating Vocational Education. 17p. 1mf. L1 ED 319 802
Dialogue with Educational Leaders: Implications for Policy. Report 2. 39p. 1mf. L1 ED 318 872
Evaluating Vocational Education Programs in Illinois. A Report on Consultation of the Illinois Council on Vocational Education with the Illinois State Board of Education on Evaluation. Report 6. 17p. 1mf. L1 ED 318 874
Evaluation Guide for Bilingual Vocational Training. 103p. 2mf. L1 ED 319 244
Factors Related to the Decisions of Rural Public High School Students to Participate in Vocational Education. 8p. 1mf. L1 ED 319 544
Horse Training and Management: Program of Excellence. 13p. 1mf. L1 ED 319 471
Integration of Academic and Vocational-Technical Education. 8p. 1mf. L1 ED 318 859
Locating Vocational Education Curricula. ERIC Digest No. 97. 3p. 1mf. L1 ED 318 915
Pennsylvania Council on Vocational Education 20th Annual Report. 48p. 1mf. L1 ED 318 883
Proceedings for Forum on Integrating Occupational and Academic Education. 28p. 1mf. L1 ED 318 869
Serving Economically Depressed Areas. Report 12. 23p. 1mf. L1 ED 318 876
Vocational Training for Self Employment. ILO's Experience in Africa. 21p. 1mf. L1 ED 318 853

Vocational Education Teachers
From Industry to Teaching: The Quality Instruction Program at Hocking Technical College. 7p. 1mf. L1 ED 319 465

Vocational Evaluation
Correctional Training, Industries and Education. TIE. 40p. 1mf. L1 ED 318 899
Manual for the Vocational Personality Report. 43p. 1mf. L1 ED 319 195
Manual for the Work Personality Profile. 43p. 1mf. L1 ED 319 194

Vocational Interests
Manual for the Occupational Report. 39p. 1mf. L1 ED 319 198

Vocational Maturity
Manual for the Employability Maturity Interview. 38p. 1mf. L1 ED 319 196

Vocational Personality Report
Manual for the Vocational Personality Report. 43p. 1mf. L1 ED 319 195

Vocational Rehabilitation
Hearing on GAO Report on OSERS' Management. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives. One Hundred First Congress, First Session. 124p. 2mf. L1 ED 319 106
Investigation of Subtypes and Severities of Learning Disabled Adults. 8p. 1mf. L1 ED 319 167
Manual for the Vocational Personality Report. 43p. 1mf. L1 ED 319 195

Vocational Training Centers
Student Guide for Vocational Planning. 28p. 1mf. L1 ED 318 863

Voluntary Agencies
Learning in Voluntary Organisations. 86p. 1mf. L1 ED 318 890

Volunteer Training
Learning in Voluntary Organisations. 86p. 1mf. L1 ED 318 890
Peace Corps Programming and Training System Manual. Training Manual T0054. 333p. 4mf. L1 ED 318 881

Volunteers
Feasibility Study Concerning the Use of Volunteers at Germanna Community College. 13p. 1mf. L1 ED 319 435
Learning in Voluntary Organisations. 86p. 1mf. L1 ED 318 890
Peace Corps Programming and Training System Manual. Training Manual T0054. 333p. 4mf. L1 ED 318 881

Voting Behavior
Financing Child Care through Local Taxes: One City's Bold Attempt. 45p. 1mf. L1 ED 319 531

Vowels
Phonics Skills: Practice Book C, Short and Long Vowels. Practice in Basic Phonics Skills for Students of All Ages. 98p. 2mf. L2 ED 319 029
Phonics Skills: Practice Book D, Vowel Combinations. Practice in Basic Phonics Skills for Students of All Ages. 98p. 2mf. L2 ED 319 030

War of 1812
Pigeon Roost Massacre: Its Cause and Impact and Pigeon Roost Massacre Lesson Plans. 64p. 1mf. L1 ED 319 649

Washington
Early Admission to Kindergarten and First Grade. 8p. 1mf. L1 ED 319 528
Examination of Public School Superintendent Interpersonal Networks in Washington and Idaho. 25p. 1mf. L1 ED 319 129
Substance Abuse and the American Indian. 64p. 1mf. L1 ED 319 563
Washington Community Colleges Academic Year Report, 1988-89. 77p. 1mf. L1 ED 319 426

Washington (Tacoma)
Student Guide for Vocational Planning. 28p. 1mf. L1 ED 318 863

Washington Precollege Testing Program
Reliability and Validity of Multiple-Choice Examinations as a Function of the Number of Options per Item and Student Ability. 37p. 1mf. L1 ED 319 795

Water Pollution
Water Quality and Pollution. Environmental Studies. 4 Color Transparencies, Reproducibles & Teaching Guide. Grade 3, 4, 5. 29p. 1mf. L2 ED 319 625

Water Quality
Water Quality and Pollution. Environmental Studies. 4 Color Transparencies, Reproducibles & Teaching Guide. Grade 3, 4, 5. 29p. 1mf. L2 ED 319 625

Welfare Recipients
Making JOBS Work. What the Research Says about Effective Employment Programs for AFDC Recipients. 103p. 2mf. L2 ED 319 843

Welfare Services
Caught in the Cross Currents: What's Happened to Children--and People Who Work for Children--in the Ten Years since the International Year of the Child. A Review of NGO/UN Action for Children 1979-1989, Commissioned by the NGO Committee on UNICEF. 71p. 1mf. L1 ED 319 478

Well Being
Wellness: The Body, Mind, and Spirit. 291p. mf. L3 ED 319 726

Wellness
Wellness: The Body, Mind, and Spirit. 291p. mf. L3 ED 319 726

West Germany
Foreign Workers and Foreign Workers' German. 19p. 1mf. L1 ED 319 257
New Patterns of Transition to Retirement in West Germany. 25p. 1mf. L1 ED 318 851

West Virginia
Condition of Rural Education in West Virginia: A Profile. 15p. 1mf. L1 ED 319 576
Statistical Profile of Two-Year College Education in West Virginia, 1987-1988. 86p. 1mf. L1 ED 319 416

Western Civilization
Integrating Skills into the Teaching of World Civilization. 8p. 1mf. L1 ED 319 453

White Students
Comparison of Selected Physical Parameters between American and Chinese Male College Students. 7p. 1mf. L1 ED 319 349
High School Dropouts among Foreign-Born Whites, Hispanics, and Asians. 37p. 1mf. L2 ED 319 827

Whole Language Approach
All the King's Horses and Men, Basic Skills, and Whole Language. 15p. 1mf. L1 ED 319 016
Curricular Experiences of Low Achieving First Graders in a Whole Language Program. 23p. 1mf. L1 ED 319 007
English Language Arts Overview K-12. 141p. 2mf. L1 ED 319 061
From Basic Skills to Whole Language in Reading Instruction: Can We Get There from Here? 14p. 1mf. L1 ED 319 017
Portraits of Six Developing Readers in a Whole Language Classroom. 13p. 1mf. L1 ED 318 988
Shared Book Experience: An Alternative to the Basal Reading Approach. 19p. 1mf. L2 ED 319 018

Wide Range Achievement Test
Discriminant Analysis of Variables Related to the Classification of Students with Learning Disabilities: A Field-Based Investigation. 29p. 1mf. L1 ED 319 184

Wisconsin
Wisconsin's Educational Reform: Patterns of Adoption. 23p. 1mf. L1 ED 319 093

Women Administrators
Preparing Women and Minorities as Rural School Administrators. 20p. 1mf. L2 ED 319 553
Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #1. 107p. 2mf. L1 ED 319 299
View from the Inside: An Action Plan for Gender Equity in New York State Educational Administration. Report of the Select Seminar on Women in Educational Administration. 35p. 1mf. L1 ED 319 144

Women Faculty
Minorities and Women in Educational Administration. 17p. 1mf. L1 ED 319 110

Womens Athletics
Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #4. 119p. 2mf. L1 ED 319 302

Womens Education
Collaborative Learning, Circa 1880. 14p. 1mf. L1 ED 318 865
Increasing Female Enrollment in Industrial Education. 6p. 1mf. L1 ED 318 879

Womens Shelters
Provision of Children's Services Within Battered Women's Shelters: A Model Children's Program. 85p. 1mf. L1 ED 318 977

Womens Studies
Girls, Computers, and Amber Waves of Grain: Computer Equity Programming for Rural Teachers. 18p. 1mf. L1 ED 319 660
Importance of Women's Studies in Today's Curriculum. 31p. 1mf. L1 ED 319 642
Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #5. 161p. 2mf. L1 ED 319 303
What We've Got Here Is a Failure To Communicate: Women's Studies in Professional Communication. 10p. 1mf. L1 ED 319 665

Word Processing
On and Off Computer Writing of Eighth Grade Students Experienced in Word Processing. Technical Report 90-1. 59p. 1mf. L1 ED 319 053
Research on Wordprocessing and Writing Instruction. 6p. 1mf. L1 ED 319 359

Word Recognition
Developing Literacy in Children and Adults: Are There Differences? 12p. 1mf. L1 ED 319 008
Reading: Practice Book 1--Practice in Basic Reading Skills. 99p. 2mf. L2 ED 319 033
Reading: Practice Book 2--Practice in Basic Reading Skills. 98p. 2mf. L2 ED 319 034
Reading: Practice Book 3--Practice in Basic Reading Skills. 98p. 2mf. L2 ED 319 035
Reading: Practice Book 4--Practice in Basic Reading Skills. 99p. 2mf. L2 ED 319 036

Work Attitudes
Child Care Centers as Workplaces. 42p. 1mf. L1 ED 319 530
Work Values and Job Satisfaction of Potential Minority Leaders in Community College Settings. 24p. 1mf. L1 ED 319 469
Work Values of Preservice and Inservice Teachers and Educators. 10p. 1mf. L1 ED 319 721

Work Environment
Child Care Centers as Workplaces. 42p. 1mf. L1 ED 319 530
Cleveland Association for the Education of Young Children Salary Survey Report: 1988, 1976, 1979, and 1984. 93p. 1mf. L1 ED 319 474
Womanly World of Long Term Care: The Plight of the Long Term Care Worker. Gray Paper. 16p. 1mf. L1 ED 318 902

Work Life Expectancy
New Patterns of Transition to Retirement in West Germany. 25p. 1mf. L1 ED 318 851

Work Performance Assessment
Manual for the Work Performance Assessment. 75p. 1mf. L1 ED 319 197

Work Sample Tests
Manual for the Work Performance Assessment. 75p. 1mf. L1 ED 319 197
Measuring Task Proficiency with Tailored Response Testing. 6p. 1mf. L1 ED 319 776

Workplace Literacy
Job-Related Basic Skills. ERIC Digest No. 94. 3p. 1mf. L1 ED 318 912

Workshops
Results of an Inservice Workshop To Promote Science-Technology-Society (STS) Instructional Orientations. 11p. 1mf. L1 ED 319 595

World Problems
2020 Perfect Vision for the Next Century: An Environmental Scan. 128p. 2mf. L1 ED 319 451

Writing (Composition)
CCCC: Bibliography of Composition and Rhetoric, 1987. 192p. mf. L3 ED 319 054
Collaborative Writing in a Second Grade Classroom. 16p. 1mf. L1 ED 319 069

Writing Ability
Writing of Ferris State University Students: A View Across the Curriculum. 199p. 3mf. L1 ED 319 342

Writing Achievement
On and Off Computer Writing of Eighth Grade Students Experienced in Word Processing. Technical Report 90-1. 59p. 1mf. L1 ED 319 053
Reading and Written Expression Performance of Ten Asian/Pacific-Islander Ethnic Groups on the Eighth Grade California Assessment Program. 28p. 1mf. L1 ED 319 790
Writing To Read 1988-89. Evaluation Section Report. 67p. 1mf. L1 ED 319 050

Writing Across the Curriculum
Are Principles of Writing across the Curriculum Applicable to ESL Students in Content Courses? Research Findings. 20p. 1mf. L1 ED 319 264
Evaluation as Empowerment: Holistic Evaluation across the Curriculum. 74p. 1mf. L1 ED 319 425
Writing of Ferris State University Students: A View Across the Curriculum. 199p. 3mf. L1 ED 319 342

Writing Assignments
Working Topics for Students' Papers. 9p. 1mf. L1 ED 319 066

Writing Development
Pen Pals: A Beneficial Partnership. 11p. 1mf. L1 ED 319 065
Process/Schmocess: Why Not Combine a Sentence or Two? 14p. 1mf. L1 ED 319 040

Writing Difficulties
Some Sources of Written Genre Interference in the Work of Basic Writers. 17p. 1mf. L1 ED 319 064

Writing Evaluation
Manitoba Writing Assessment 1988, Grade 11. Preliminary Report: French Immersion Schools. 46p. 1mf. L1 ED 319 059
Manitoba Writing Assessment 1988, Grade 4. Preliminary Report: Franco-Manitoban Schools. 24p. 1mf. L1 ED 319 057
Manitoba Writing Assessment 1988, Grade 8. Preliminary Report: French Immersion Schools. 28p. 1mf. L1 ED 319 058
Using Curriculum Based Measures To Identify and Monitor Progress in an Adult Basic Education Program. Final Report. 156p. 2mf. L1 ED 318 910
Writing To Read 1988-89. Evaluation Section Report. 67p. 1mf. L1 ED 319 050

Writing Exercises
Process/Schmocess: Why Not Combine a Sentence or Two? 14p. 1mf. L1 ED 319 040

Writing for Publication
Life after Graduate School: Skill Development for International Scholarship. 20p. 1mf. L1 ED 319 241
Participation in the "Journal of College Student Development" as Authors and Editorial Board Members: A Gender Study. 6p. 1mf. L1 ED 318 980

Writing Groups
Collaborative Writing in a Second Grade Classroom. 16p. 1mf. L1 ED 319 069

Writing Improvement
Process/Schmocess: Why Not Combine a Sentence or Two? 14p. 1mf. L1 ED 319 040

Writing Instruction
Development of Children's Writing Awareness and Performance within a Generative/Evaluative Computerized Prompting Framework. 69p. 1mf. L1 ED 319 755
From Opposition to Resistance: Popular Culture and the Composition Classroom. 12p. 1mf. L2 ED 319 041
Growth and Conflict in Basic Writing. 12p. 1mf. L1 ED 319 056
Guide to Resources for ESL Literacy Facilitators. 21p. 1mf. L1 ED 319 268
Handwriting: Grade 1 Manuscript Practice Book. 133p. 2mf. L2 ED 319 071
Handwriting: Grade 2 Manuscript Practice Book. 133p. 2mf. L2 ED 319 072
Handwriting: Grade 3 Cursive Practice Book. 133p. 2mf. L2 ED 319 073
Handwriting: Grade 4 Cursive Practice Book. 133p. 2mf. L2 ED 319 074
Handwriting: Preschool Activities Practice Book. 100p. 2mf. L2 ED 319 070
Impact of Computer-Supported Writing Instruction on the Writing Quality of Learning-Disabled Students. Final Report. 152p. 2mf. L1 ED 319 181
Laying It On the Line. 35p. 1mf. L1 ED 319 233
Making Meaning in Writing: A Longitudinal Study of Young Children's Writing Development. 59p. 1mf. L1 ED 319 047
Process/Schmocess: Why Not Combine a Sentence or Two? 14p. 1mf. L1 ED 319 040
Thought/Reading/Writing Connection: How To Connect. 34p. 1mf. L1 ED 319 012
Using Curriculum Based Measures To Identify and Monitor Progress in an Adult Basic Education Program. Final Report. 156p. 2mf. L1 ED 318 910
Writing To Read 1988-89. Evaluation Section Report. 67p. 1mf. L1 ED 319 050

Writing Models
Growth and Conflict in Basic Writing. 12p. 1mf. L1 ED 319 056

Writing Processes
Laying It On the Line. 35p. 1mf. L1 ED 319 233
Making Meaning in Writing: A Longitudinal Study of Young Children's Writing Development. 59p. 1mf. L1 ED 319 047
On and Off Computer Writing of Eighth Grade Students Experienced in Word Processing. Technical Report 90-1. 59p. 1mf. L1 ED 319 053
Process/Schmocess: Why Not Combine a Sentence or Two? 14p. 1mf. L1 ED 319 040

Writing Readiness
Handwriting: Preschool Activities Practice Book. 100p. 2mf. L2 ED 319 070

Writing Skills
Handwriting: Grade 1 Manuscript Practice Book. 133p. 2mf. L2 ED 319 071
Handwriting: Grade 2 Manuscript Practice Book. 133p. 2mf. L2 ED 319 072
Handwriting: Grade 3 Cursive Practice Book. 133p. 2mf. L2 ED 319 073
Handwriting: Grade 4 Cursive Practice Book. 133p. 2mf. L2 ED 319 074
Handwriting: Preschool Activities Practice Book. 100p. 2mf. L2 ED 319 070
Language Arts Grade 8, Item Specifications. Minimum Performance Test. 42p. 1mf. L1 ED 319 044
Manitoba Writing Assessment 1988, Grade 8. Preliminary Report: French Immersion Schools. 28p. 1mf. L1 ED 319 058
Manitoba Writing Assessment 1988, Grade 4. Preliminary Report: Franco-Manitoban Schools. 24p. 1mf. L1 ED 319 057
Manitoba Writing Assessment 1988, Grade 11. Preliminary Report: French Immersion Schools. 46p. 1mf. L1 ED 319 059
Pen Pals: A Beneficial Partnership. 11p. 1mf. L1 ED 319 065
Research on Wordprocessing and Writing Instruction. 6p. 1mf. L1 ED 319 359
Writing To Read 1988-89. Evaluation Section Report. 67p. 1mf. L1 ED 319 050

Writing Strategies
Pen Pals: A Beneficial Partnership. 11p. 1mf. L1 ED 319 065

Writing Tests
On the Twelfth Day of Testing My District Gave to Me a Useful Testing Strategy. 33p. 1mf. L1 ED 319 751
Relevant Writing Assessment: Instructionally-Sound Alternative Testing. 30p. 1mf. L1 ED 319 752

Writing to Read Program
Writing To Read 1988-89. Evaluation Section Report. 67p. 1mf. L1 ED 319 050

Writing Topics
Working Topics for Students' Papers. 9p. 1mf. L1 ED 319 066

Year Round Schools
Cost-Effects Analysis of Year-Round Education Programs. 52p. 1mf. L1 ED 319 771
Year Round School Concept for Gifted Learners. 9p. 1mf. L1 ED 319 215

Young Children
"I Can Read That": Using Logos in the Early Childhood Classroom. 8p. 1mf. L1 ED 319 535
Conflict and Attachment: The Experience of Disorganized/Controlling Children. 15p. 1mf. L1 ED 319 496
Self-Concepts of Young Children Aged 5 to 8: Their Measurement and Multidimensional Structure. 44p. 1mf. L1 ED 319 789
Through the Eyes of Children: A Comparative Study of Children's Perceptions of Parental Roles According to Three Types of Family Structures. 19p. 1mf. L1 ED 319 505

Youth
Education of Homeless Children and Youth under the Stewart B. McKinney Homeless Assistance Act. Annual Report. Department of Education Form 1810-0536. 35p. 1mf. L1 ED 319 572
International Rural Youth Issues: 1979-April 1988. Quick Bibliography Series. 17p. 1mf. L1 ED 319 562
Review of Information on Institutionalized Youths and the ECIA Chapter I Neglected or Delinquent Program. 53p. 1mf. L1 ED 319 838

Youth Programs
Drug Abuse: A Community College Response. 11p. 1mf. L1 ED 319 419

Zoos
Natural Science Centers: Directory. 429p. 5mf. L2 ED 319 619

Abt Associates, Inc., Cambridge, Mass.
School Principal Selection Practices: Five Case Studies.
168p. 2mf. L1 ED 319 107

Administration on Developmental Disabilities (DHHS), Washington, D.C.
Living in the Community: A Comparative Study of Foster Homes and Small Group Homes for People with Mental Retardation. Project Report 28.
215p. 3mf. L1 ED 319 199

Agency for International Development (Dept. of State), Washington, D.C. Clearinghouse on Development Communication.
Development Communication Report, 1989/1-4, Nos. 64-67.
70p. 1mf. L1 ED 319 394

Agency for International Development (Dept. of State), Washington, D.C. Office of Science and Technology.
Development Communication Report, 1989/1-4, Nos. 64-67.
70p. 1mf. L1 ED 319 394

Agency for International Development (IDCA), Washington, DC.
Indicators of Student Flow Rates in Honduras: An Assessment of an Alternative Methodology, with Two Methodologies for Estimating Student Flow Rates. BRIDGES Research Report No. 6.
45p. 1mf. L1 ED 319 116

Alaska State Commission on Postsecondary Education, Juneau.
Special Report on the Alaska Commission on Postsecondary Education--Collection of Defaulted Student Loans.
25p. 1mf. L1 ED 319 281

Alaska State Legislature, Juneau.
Special Report on the Alaska Commission on Postsecondary Education--Collection of Defaulted Student Loans.
25p. 1mf. L1 ED 319 281

Alaska Univ., Anchorage. Inst. of Social and Economic Research.
Facts and Fables of State Spending. ISER Fiscal Policy Papers. No. 2.
17p. 1mf. L1 ED 319 559

Alberta Dept. of Education, Edmonton.
Breaking New Ground: Teaching Skills of Intelligence. Lethbridge Catholic Separate School District No. 9.
233p. 3mf. L1 ED 319 682
Initiating and Supporting Curriculum Delivery and Implementation: Review of Relevant Literature.
74p. 1mf. L1 ED 319 121

Alberta Dept. of Education, Edmonton. Curriculum Branch.
Integrated Occupational Program, Grades 8 and 9 Social Studies: Teacher Resource Manual. Interim.
235p. 3mf. L1 ED 319 646

Alberta Dept. of Education, Edmonton. Curriculum Support Branch.
Junior High Social Studies: Teacher Resource Manual.
217p. 3mf. L1 ED 319 647
Social Studies 20 and Social Studies 23. Interim Teacher Resource Manual.
215p. 3mf. L1 ED 319 645

Albuquerque Public Schools, N. Mex.
Middle School Social Studies: A Guide for Classroom Teachers. Eastern Hemisphere Studies, Western Hemisphere Studies, New Mexico History and Geography, United States History.
106p. 2mf. L1 ED 319 664

Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.
IMPACT: An Early Intervention Demonstration Project. Abbreviated Version.
21p. 1mf. L1 ED 318 954

American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA.
Abstracts of Research Papers 1990. Presented at the Annual Convention Consortium Meetings of the American Alliance for Health, Physical Education, Recreation and Dance (New Orleans, Louisiana, March 28-31, 1990).
355p. 4mf. L2 ED 319 701
AIDS: What Young Adults Should Know. Instructor's Guide. Student Guide. Second Edition.
111p. 2mf. L2 ED 319 700
Elder Fit. A Health and Fitness Guide for Older Adults.
73p. 1mf. L2 ED 319 702

American Association for Marriage and Family Therapy, Washington, DC. Research and Education Fund.
Teenage Parenthood, Poverty and Dependency: Do We Know How To Help? Background Briefing Report and Meeting Highlights.
39p. 1mf. L1 ED 318 887

American Association of Community and Junior Colleges, Washington, D.C.
How Do Community Colleges Serve Business and Industry? A Review of Issues Discussed in the Literature.
62p. 1mf. L1 ED 319 443

American Association of Community and Junior Colleges, Washington, D.C. American Association of Women in Community and Junior Colleges.
1990 Journal of the American Association of Women in Community and Junior Colleges.
49p. 1mf. L1 ED 319 424

American Association of State Colleges and Universities, Washington, D.C.
Exploring Common Ground: A Report on Business/Academic Partnerships.
227p. 3mf. L1 ED 319 314
Lurking Evil: Racial and Ethnic Conflict on the College Campus. AASCU Issues.
135p. 2mf. L2 ED 319 313

American Association of Univ. Professors, Washington, D.C.
Annual Report on the Economic Status of the Profession, 1989-90.
97p. 2mf. L1 ED 319 292

American Coll. Testing Program, Iowa City, Iowa.
Impact of Increased Loan Utilization among Low Family Income Students.
75p. 1mf. L1 ED 319 285
Reallocation of Financial Aid from Poor to Middle Income and Affluent Students, 1978 to 1990. ACT Student Financial Aid Research Report Series 90-2.
75p. 1mf. L1 ED 319 312

American Psychological Association, Washington, D.C.
Development of Children's Writing Awareness and Performance within a Generative/Evaluative Computerized Prompting Framework.
69p. 1mf. L1 ED 319 755

American Society for Training and Development, Alexandria, VA.
Training America. Learning to Work for the 21st Century.
21p. 1mf. L1 ED 318 840

American Univ., Washington, DC. Mid-Atlantic Equity Center.
Women in Colonial and Revolutionary America.
50p. 1mf. L1 ED 319 676

Amy Scheuer and Saul Z. Cohen Foundation, New York, NY.
Linking Schools & Community Services: A Practical Guide.
74p. 1mf. L1 ED 318 929
Linking Schools & Community Services: Resource Directory.
72p. 1mf. L1 ED 318 930

Andrew W. Mellon Foundation, New York, N.Y.
Current Practice: Is It Enough?
36p. 1mf. L1 ED 319 851

Appalachia Educational Lab., Charleston, W. Va.
Condition of Rural Education in Kentucky: A Profile.
14p. 1mf. L1 ED 319 579
Condition of Rural Education in Tennessee: A Profile.
13p. 1mf. L1 ED 319 578
Condition of Rural Education in Virginia: A Profile.
15p. 1mf. L1 ED 319 577
Condition of Rural Education in West Virginia: A Profile.
15p. 1mf. L1 ED 319 576
Drawing Marginal Learners into the Big Picture.
54p. 1mf. L1 ED 319 193
Family and Friend Relationships of Only Children: A Study of Adult Population in China.
41p. 1mf. L1 ED 319 487
Tips for Teaching Marginal Learners.
22p. 1mf. L1 ED 319 192

ARC Professional Services Group, Rockville, MD. Information Systems Div.
Resources in Education (RIE). Volume 25, Number 10.
p. mf. L2 ED 318 839

Arizona State Univ., Tempe.
Development of an Effectiveness Criteria Model for Evaluating Vocational Education.
17p. 1mf. L1 ED 319 802

Arkansas State Dept. of Education, Little Rock.
Language Arts Grade 6, Item Specificaitons. Minimum Performance Test.
31p. 1mf. L1 ED 319 043
Language Arts Grade 8, Item Specifications. Minimum Performance Test.
42p. 1mf. L1 ED 319 044
Reading Grade 6, Item Specifications. Minimum Performance Test.
43p. 1mf. L1 ED 318 999
Reading Grade 8, Item Specifications. Minimum Performance Test.
40p. 1mf. L1 ED 319 000

Arkansas Univ., Fayetteville. Research and Training Center in Vocational Rehabilitation.
Manual for the Employability Maturity Interview.
38p. 1mf. L1 ED 319 196
Manual for the Occupational Report.
39p. 1mf. L1 ED 319 198
Manual for the Vocational Personality Report.
43p. 1mf. L1 ED 319 195
Manual for the Work Performance Assessment.
75p. 1mf. L1 ED 319 197
Manual for the Work Personality Profile.
43p. 1mf. L1 ED 319 194

Aspen Inst. for Humanistic Studies, New York, N.Y.
Laboring for Less: Working but Poor in Rural America.
71p. 1mf. L2 ED 319 566

Aspen Inst., Durham, NH. Rural Economic Policy Program.
Rural Disadvantage: Growing Income Disparities between Rural and Urban Areas.
31p. 1mf. L2 ED 319 857

Associated Coll. Libraries of Central Pennsylvania, Middletown.
Handbook for Local Coordinators: Value-Added, Compact Disk, Union Catalog Test Phase.
38p. 1mf. L1 ED 319 407

Association for Institutional Research.
Functions of Institutional Research. 2nd Edition.
22p. 1mf. L1 ED 319 327

Association for the Study of Higher Education.
Student as Commuter: Developing a Comprehensive Institutional Response. ASHE-ERIC Report No. 7.
118p. 2mf. L1 ED 319 298

Association of College Unions-International, Bloomington, IN.
Here's Looking at You. The Decade Reviewed.
9p. 1mf. L1 ED 319 284
Student v. Union: Colleges at Risk.
6p. 1mf. L1 ED 319 277
Valuing Diversity on Campus: A Multicultural Approach. College Unions At Work Monograph Series Number 11.
89p. 1mf. L2 ED 319 280

Association of New York State Educators of the Emotionally Disturbed.
Perceptions: Volume 24, Numbers 1-4, Fall 1988-Summer 1989.
155p. 2mf. L1 ED 319 204

Association of School Business Officials International, Reston, VA.
Art of Investing School District Funds: Rules of the Game.
111p. 2mf. L2 ED 319 151
Grants and Contracts Handbook.
34p. 1mf. L2 ED 319 150

Australian Science Education Research Association.
Research in Science Education, Volume 17. Selections of Refereed Papers from the Annual Conference of the Australian Science Education Research Association (18th, Wagga Wagga, New South Wales, Australia, July 1987).
270p. 3mf. L1 ED 319 587

Avon Products, Inc., New York, NY.
Picture of Health for Midlife and Older Women in America. Mother's Day Report 1987.
13p. 1mf. L1 ED 318 906

Ball State Univ., IN. Center for Information and Communication Sciences.
Comparative Study of Compression Video Technology.
109p. 2mf. L2 ED 319 361

Bank Street Coll. of Education, New York, NY. Center for Children and Technology.
Challenges of Formative Testing: Conducting Situated Research in Classrooms. Technical Report No. 48.
7p. 1mf. L2 ED 319 380
Children's Use of the Unique Features of Interactive Videodiscs. Technical Report No. 42.
22p. 1mf. L2 ED 319 375
Designing INQUIRE. Technical Report No. 50.
17p. 1mf. L1 ED 319 393
Language-Independent Conceptual "Bugs" in Novice Programming. Technical Report No. 31.
14p. 1mf. L1 ED 319 373
Local and Long Distance Computer Networking for Science Classrooms. Technical Report No. 43.
11p. 1mf. L2 ED 319 376
Logo Programming and Problem Solving. Technical Report No. 12.
10p. 1mf. L1 ED 319 371
Microworlds to Macroworlds: Conceptual Transfer and Activity Setting. Technical Report No. 46.
20p. 1mf. L2 ED 319 379
Palenque Optical Disc Prototype: Design of Multimedia Experiences for Education and Entertainment in a Nontraditional Learning Context. Technical Report No. 44.
19p. 1mf. L2 ED 319 377
Palenque Project: A Process of Design and Development as Research in the Evolution of an Optical Disc Prototype for Children. Technical Report No. 47.
15p. 1mf. L1 ED 319 391
Research and Design Issues Concerning the Development of Educational Software for Children. Technical Report No. 14.
7p. 1mf. L1 ED 319 374
Role of Formative Research in the Design of Educational Computer Software. Technical Report No. 49.
10p. 1mf. L1 ED 319 392
Software in the Classroom: Issues in the Design of Effective Software Tools. Technical Report No. 15.
13p. 1mf. L1 ED 319 372
Study of Issues Related to the Implementation of Computer Technology in Schools. Final Report, July, 1981. Technical Report No. 2.
142p. 2mf. L1 ED 319 370
Teaching Technology: Creating Environments for Change. Technical Report No. 45.
13p. 1mf. L2 ED 319 378

Bell Educational Trust, Cambridge (England).
All in a Word: Literature in Language Teaching.
39p. 1mf. L1 ED 319 228

Bernard Van Leer Foundation, The Hague (Netherlands).
Challenge of Early Childhood Care and Education: An Agenda for Action.
17p. 1mf. L1 ED 319 522

Bolt, Beranek and Newman, Inc., Cambridge, Mass.
Historical Shifts in the Use of Analogy in Science. Technical Report No. 498.
36p. 1mf. L1 ED 318 987

Boston Univ., MA. National Center for America's Founding Documents.
Teaching "Federalist #10": A Lesson Plan for High School Teachers.
18p. 1mf. L1 ED 319 640

Boy Scouts of America, Portland, OR. Columbia Pacific Council.
Implementation Guide for Career Awareness In-School Exploring Program.
51p. 1mf. L1 ED 318 860

Bureau of the Census (DOC), Washington, DC. Governments Div.
Federal Expenditures by State for Fiscal Year 1989.
68p. 1mf. L1 ED 319 810

California Commission of Teacher Credentialing, Sacramento.
Assessment of Laboratory Skills of Science Teachers via a Multi-Methods Approach.
19p. 1mf. L1 ED 319 762

California Community Colleges, Sacramento. Board of Governors.
AB 1725 Model Accountability System. California Community Colleges. Revised.
32p. 1mf. L1 ED 319 461
Coordination of Effort among Student Services Programs. A Report.
21p. 1mf. L1 ED 319 462

California Community Colleges, Sacramento. Office of the Chancellor.
California Plan for Career-Vocational Education. Part Two: Implementation Strategies.
72p. 1mf. L1 ED 319 448
MESA/MEP at American River College: Year One Evaluation Report.
45p. 1mf. L1 ED 319 472
Successful Teaching Strategies: Instruction for Black and Hispanic Students in the California Community Colleges.
52p. 1mf. L1 ED 319 421

California State Dept. of Education. Div. of Career-Vocational Education.
California Plan for Career-Vocational Education. Part Two: Implementation Strategies.
72p. 1mf. L1 ED 319 448

California State Dept. of Education, Sacramento.
Assessment of Laboratory Skills of Science Teachers via a Multi-Methods Approach.
19p. 1mf. L1 ED 319 762
California Education Summit. Meeting the Challenge, the Schools Respond. Background Papers.
117p. 2mf. L2 ED 319 119
California Education Summit. Meeting the Challenge, the Schools Respond. Final Report (Sacramento, California, December 12-13, 1989).
48p. 1mf. L2 ED 319 120

California Univ., Santa Barbara. Dept. of Education.
Reasoning and Comprehension Processes of Linguistic Minority Persons Learning from Text.
136p. 2mf. L1 ED 319 230

Canada Employment and Immigration Commission, Ottawa (Ontario).
Employment Equity Act. Annual Report = Loi sur l'equite en matiere d'emploi. Report annuel.
227p. 3mf. L2 ED 319 818
Success in the Works. A Policy Paper. A Labour Force Development Strategy for Canada = Le Nouveau Mode d'Emploi. Enonce de Politique. Une Strategie de Mise en Valeur de la Main-d'Oeuvre Canadienne.
51p. 1mf. L1 ED 318 900
Success in the Works: A Profile of Canada's Emerging Workforce = Le nouveau mode d'emploi: Profil de la croissance du marche du travail.
71p. 1mf. L2 ED 319 824
Youth. A National Stay-in-School Initiative = Jeunesse. Projet national d'incitation a la poursuite des etudes.
37p. 1mf. L2 ED 319 820

Canadian Mathematics Education Study Group.
Canadian Mathematics Education Study Group = Groupe Canadien d'etude en didactique des matematiques. Proceedings of the Annual Meeting (St. Catharines, Ontario, Canada, May 27-31, 1989).
149p. 2mf. L1 ED 319 606

Capital Area School Development Association, Albany, NY. Leadership in Educational Administration Development Center.
View from the Inside: An Action Plan for Gender Equity in New York State Educational Administration. Report of the Select Seminar on Women in Educational Administration.
35p. 1mf. L1 ED 319 144

Carnegie Corp. of New York, N.Y.
Novices, Experts, Veterans, and Masters: The Role of Content and Pedagogical Knowledge in Evaluating Teaching.
19p. 1mf. L1 ED 319 815
Pension Portability for Educators: A Plan for the Future.
50p. 1mf. L2 ED 319 113
Teacher's Portfolio--What Is Necessary and Sufficient? (A High School Biology Unit Plan as an Example.)
31p. 1mf. L1 ED 319 814

Carnegie-Mellon Univ., Pittsburgh, Pa. Dept. of Psychology.
What One Intelligence Test Measures: A Theoretical Account of the Processing in the Raven Progressive Matrices Test.
79p. 1mf. L1 ED 319 811

Cato Inst., Washington, DC.
Performance of America's Primary and Secondary Schools.
25p. 1mf. L1 ED 319 866

Center for Assessment Research and Development, Knoxville, TN.
Linking Outcomes Assessment and the Freshman Experience.
16p. 1mf. L1 ED 319 291

Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.
Leadership for AIDS Education. Keys to School Boardsmanship. A Program of Continuing Education for School Board Members.
433p. 5mf. L1 ED 319 111

Center for International Education (ED), Washington, DC.
Celebrating Diversity: An Investigation of the Teacher Training Program of the Centre for Cultural Resources and Training.
15p. 1mf. L2 ED 319 643

Center for Occupational Research and Development, Inc., Waco, Tex.
Mentoring in 2 + 2 Programs: LISD/ACC 2 + 2 Articulation Project.
17p. 1mf. L1 ED 319 415

Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.
Cultural Literacy and Testing. Content Assessment Project. Final Deliverable.
88p. 1mf. L1 ED 319 639
Validity of Alternative Measurement Procedures for Assessing Mathematical Problem-Solving Processes and Performance.
35p. 1mf. L1 ED 319 781

Center on Budget and Policy Priorities, Washington, DC.
Laboring for Less: Working but Poor in Rural America.
71p. 1mf. L2 ED 319 566
Making JOBS Work. What the Research Says about Effective Employment Programs for AFDC Recipients.
103p. 2mf. L2 ED 319 843
Rural Disadvantage: Growing Income Disparities between Rural and Urban Areas.
31p. 1mf. L2 ED 319 857

Central Texas Univ., Killeen.
Study of University of Central Texas Student Opinions Concerning Academic and Service Programs.
36p. 1mf. L1 ED 319 306

Cherry Creek School District 5, Englewood, Colo.
Relevant Writing Assessment: Instructionally-Sound Alternative Testing.
30p. 1mf. L1 ED 319 752

Chicago Community Trust, Ill.
June 1989 Grade Retention in Chicago Public Elementary Schools. Monitoring and Researching the Effects of School Reform in Chicago.
45p. 1mf. L1 ED 319 499

Chicago Panel on Public School Policy and Finance, IL.
June 1989 Grade Retention in Chicago Public Elementary Schools. Monitoring and Researching the Effects of School Reform in Chicago.
45p. 1mf. L1 ED 319 499

Chicago Urban League, Ill. Dept. of Research.
Racial Equity and Local School Council Elections. Draft.
17p. 1mf. L1 ED 319 834

Children's Defense Fund, Washington, D.C.
Linking Schools with Human Service Agencies. ERIC/CUE Digest No. 62.
4p. 1mf. L1 ED 319 877

Citizens Commission on Civil Rights, Washington, DC.
One Nation, Indivisible: The Civil Rights Challenge for the 1990s.
659p. 7mf. L1 ED 319 835

City Univ. of New York, Brooklyn, N.Y. Brooklyn Coll.
Center for Core Studies at Brooklyn College. Executive Summary.
246p. 3mf. L1 ED 319 339

City Univ. of New York, N.Y. Bernard Baruch Coll. Dept. of Compensatory Programs.
Graduating and Dropping Out of High School in the South Bronx.
14p. 1mf. L1 ED 319 852

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education; Volume 16.
271p. 3mf. L2 ED 319 309
Unionization among College Faculty--1990.
13p. 1mf. L2 ED 319 310

Cleveland Association for the Education of Young Children, OH.
Cleveland Association for the Education of Young Children Salary Survey Report: 1988, 1976, 1979, and 1984.
93p. 1mf. L1 ED 319 474

Coalition of Family Organizations.
Teenage Parenthood, Poverty and Dependency: Do We Know How To Help? Background Briefing Report and Meeting Highlights.
39p. 1mf. L1 ED 318 887

College Entrance Examination Board, New York, N.Y. Coll. Scholarship Service.
Preparing for the Next Reauthorization: Need Analysis Issues. A Discussion Paper from the College Scholarship Service (CSS) Council Committee on Standards of Ability to Pay, Prepared for the 1990 Regional Meetings of the College Board. CSS Reports, Number 3.
35p. 1mf. L1 ED 319 278

Colorado Coll., Colorado Springs.
Japan and Northeast Asia: A Selected Bibliography and Guide to Research at Tutt Library.
25p. 1mf. L1 ED 319 667

Colorado Geographic Alliance, Boulder.
Placing Geography in the Curriculum: Ideas from the Western PLACE Conference (Boulder, Colorado, August 9-11, 1987).
256p. 3mf. L2 ED 319 637

Colorado State Dept. of Education, Denver.
Education of Homeless Children and Youth under the Stewart B. McKinney Homeless Assistance Act. Annual Report. Department of Education Form 1810-0536.
35p. 1mf. L1 ED 319 572
Parent Involvement Human Resource Guide.
67p. 1mf. L1 ED 319 570

Colorado State Dept. of Education, Denver. Office of Federal Relations and Instructional Services.
Colorado 1988 Annual ECIA Chapter 2 Report: Public Law 97-35.
49p. 1mf. L1 ED 319 573
On the Move: Migrant Education 1987-88.
21p. 1mf. L1 ED 319 571
Special Projects: Meeting Special Needs.
13p. 1mf. L1 ED 319 569

Colorado Univ., Boulder. Center for Geographic Education.
Placing Geography in the Curriculum: Ideas from the Western PLACE Conference (Boulder, Colorado, August 9-11, 1987).
256p. 3mf. L2 ED 319 637

Columbus Public Schools, OH. Dept. of Evaluation Services.
Summer Academic Skills Enhancement Program. Final Evaluation Report.
37p. 1mf. L1 ED 319 860

Commission on Preservation and Access, Washington, DC.
Information Sources on Scientific Research Related to the Preservation of Books, Paper, and Adhesives. Directory.
31p. 1mf. L1 ED 319 405

Conference on Coll. Composition and Communication, Urbana, Ill.
CCCC: Bibliography of Composition and Rhetoric, 1987.
192p. mf. L3 ED 319 054

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Hearing on GAO Report on OSERS' Management. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives. One Hundred First Congress, First Session.
124p. 2mf. L1 ED 319 106
Hearing on H.R. 3, Early Childhood Education and Development Act. Hearing before the Committee on Education and Labor, House of Representatives. One Hundred First Congress, Second Session (San Francisco, California, January 19, 1990).
173p. 2mf. L1 ED 319 491
Indian Educational Technical Amendments Act of 1985. Report To Accompany H.R. 2908. House of Representatives, 99th Congress, 1st Session.
21p. 1mf. L1 ED 319 556
National Board for Professional Teaching Standards. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session.
90p. 1mf. L1 ED 319 703

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.
Montgomery GI Bill. Hearings before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, One Hundred First Congress, First Session (September 14 and 21, 1989).
473p. 5mf. L1 ED 318 895

Congress of the U.S., Washington, D.C. Office of Technology Assessment.
Study of Distance Education Policies in State Education Agencies.
35p. 1mf. L1 ED 319 402

Congress of the U.S., Washington, D.C. Senate Committee on Commerce, Science, and Transportation.
Children's Television Act of 1989. Senate Report together with Minority Views of the Senate Committee on Commerce, Science, and Transportation on S. 1992. One Hundred First Congress, First Session.
31p. 1mf. L1 ED 319 519

Congress of the U.S., Washington, D.C. Senate Subcommittee on Education, Arts and Humanities.
Educational Excellence Act of 1989. Hearing on S. 695 To Promote Excellence in American Education by Recognizing and Rewarding Schools, Teachers, and Students for Their Outstanding Achievements, Enhancing Parental Choice, Encouraging the Study of Science, Mathematics, and Engineering, and for Other Purposes, before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United States Senate, One Hundred First Congress, First Session.
341p. 4mf. L1 ED 319 105

Connecticut Principals' Academy, East Lyme.
Guide to the Process of Evaluating School Principals. Monograph No. 2.
43p. 1mf. L1 ED 319 141

Connecticut State Dept. of Education, Hartford.
Guide to the Process of Evaluating School Principals. Monograph No. 2.
43p. 1mf. L1 ED 319 141
Review of Research on School Desegregation's Impact on Elementary and Secondary School Students.
54p. 1mf. L1 ED 319 825
Teacher's Ongoing Role in Creating a Developmentally Appropriate Early Childhood Program: A Self-Study Process for Teachers of Children Ages 5-8.
44p. 1mf. L1 ED 319 520

Connecticut Univ., Storrs. Women's Center.
Double Jeopardy--The Precarious Status of Women of Color: Issues of Race/Ethnicity and Gender at the Storrs Campus. The Status of Women at the University of Connecticut.
55p. 1mf. L1 ED 319 315

Cooperative State Research Service (DOA), Washington, D.C.
Relaxation Theory for Rural Youth. Research Bulletin No. 46.
48p. 1mf. L1 ED 319 575

Corporate Council on the Liberal Arts, New York, NY.
Closing the Gap: Meeting the Small Business Training Challenge in Connecticut.
41p. 1mf. L1 ED 318 867

Correctional Education Association.
Correctional Training, Industries and Education. TIE.
40p. 1mf. L1 ED 318 899

Correctional Industries Association, Lexington, KY.
Correctional Training, Industries and Education. TIE.
40p. 1mf. L1 ED 318 899

Council for Cultural Cooperation, Strasbourg (France).
Dissemination of the Project's Findings: 8th National Seminar (Lisbon, Portugal, September 28-29, 1988). The CDCC's Project No. 8: "Innovation in Primary Education."
18p. 1mf. L2 ED 319 502
Symposium on "Experiences of Innovation in Primary Education in the Netherlands" (Noordwijkerhout, Netherlands, October 24-28, 1988). The CDCC's Project No. 8: "Innovation in Primary Education."
66p. 1mf. L2 ED 319 503

Council for Exceptional Children, Reston, Va.
Readings about Children and Youth with Learning Disabilities. ERIC MiniBib #E465.
3p. 1mf. L1 ED 319 179
Student Self-Management To Increase On-Task Behavior, Research Brief for Teachers T3.
3p. 1mf. L1 ED 319 227

Council for Exceptional Children, Reston, VA. Center for Special Education Technology.
Advancing Technology Use: Barriers to Research Utilization.
29p. 1mf. L1 ED 319 189
Assistive Technology Resource Directory.
73p. 1mf. L1 ED 319 191
Technology with Low Incidence Populations: Promoting Access to Education and Learning.
50p. 1mf. L1 ED 319 190

Council of Chief State School Officers, Washington, D.C.
Community Service: Learning by Doing. A Statement of the Council of Chief State School Officers.
8p. 1mf. L2 ED 319 138
Family Support: Education and Involvement. A Guide for State Action.
71p. 1mf. L2 ED 319 112

Council of Chief State School Officers, Washington, DC. State Education Assessment Center.
Preliminary Report--State Indicators of Science and Mathematics Education: Course Enrollments and Teachers.
76p. 1mf. L2 ED 319 621

Council of Ontario Universities, Toronto.
Ontario Universities Benefits Survey, 1989-90. Part I: Benefits Excluding Pensions.
218p. 3mf. L2 ED 319 317
Ontario Universities Benefits Survey, 1989-90. Part II: Pensions.
49p. 1mf. L2 ED 319 318

Council of the Great City Schools, Washington, D.C.
Special Education in America's Cities: A Descriptive Study.
120p. 2mf. L2 ED 319 187

CSR, Inc., Washington, D.C.
Head Start Success Stories.
55p. 1mf. L1 ED 319 481

Dartmouth Coll., Hanover, N.H.
Reviews of Instructional Software in Scholarly Journals: A Selected Bibliography.
24p. 1mf. L1 ED 319 386

Decision Resources Corp., Washington, DC.
Relationship between Chapter 1 and Special Education Services for Mildly Handicapped Students: A Substudy of the National Assessment of Chapter 1.
95p. 1mf. L1 ED 319 186
State Needs Assessments, Title II EESA: A Summary Report.
36p. 1mf. L1 ED 319 124

Department of Education, Atlanta, GA. Region 4.
Southeast's 21st Challenge...The Need To Build a Quality Workforce.
71p. 1mf. L1 ED 318 871

Department of Education, Washington, DC.
Bilingual Academic Services and Integrated Career Systems Program, BASICS 1988-1989. OREA Evaluation Section Report.
28p. 1mf. L1 ED 319 261
Bilingual Children's Project. B.C.P., 1988-89. OREA Report.
23p. 1mf. L1 ED 319 256
Bilingual Specialized Programs in New York City High Schools, 1988-89. OREA Evaluation Section Report.
25p. 1mf. L1 ED 319 262
Career Awareness Program. Project CAP, 1988-89. OREA Report.
29p. 1mf. L1 ED 319 255
Cognitive Academic Learning Approaches through E.S.L. Content Areas with Career Exploration Strategies Program for Bilingual High School Students in New York City. Project CALA, 1988-89. OREA Final Evaluation Report.
33p. 1mf. L1 ED 319 259
Computer-Focused Russian Bilingual Instructional Program, 1988-89. OREA Report.
28p. 1mf. L1 ED 319 254
Criteria for the Selection of Drug Abuse Prevention Curricula: A Workbook.
18p. 1mf. L1 ED 319 148
Eligibility and Programming in Chapter I English as a Second Language (E.S.L.) Programs, 1988-89. OREA Report.
20p. 1mf. L1 ED 319 258
Guide to the Process of Evaluating School Principals. Monograph No. 2.
43p. 1mf. L1 ED 319 141
Handbook for Local Coordinators: Value-Added, Compact Disk, Union Catalog Test Phase.
38p. 1mf. L1 ED 319 407
Language Development through Holistic Learning (Mathematics, Art, Science, Technology, and Education Resources). Project MASTER, 1988-89. OREA Report.
24p. 1mf. L1 ED 319 253

(Continued)

(Continued)

Department of Education, Washington, DC.
- Methodologies of Bilingual Instruction in Literacy Education. Project Mobile, 1988-89. OREA Report. 31p. 1mf. L1 ED 319 252
- Parent Involvement Human Resource Guide. 67p. 1mf. L1 ED 319 570
- Program Assistance for Neophytes. Project PAN, 1988-89. OREA Evaluation Section Report. 31p. 1mf. L1 ED 319 263
- Special Projects: Meeting Special Needs. 13p. 1mf. L1 ED 319 569
- Staff to Student Ratios: Class Size/Caseload. Volumes 1, 2, and 3. 1180p. 13mf. L1 ED 319 205
- Substance Abuse among Juvenile Delinquents and Gang Members. Prevention Research Update Number Six, Spring 1990. 43p. 1mf. L1 ED 319 149
- William Torrey Harris and the Academic School. 16p. 1mf. L1 ED 319 666

Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
- Review of Information on Institutionalized Youths and the ECIA Chapter I Neglected or Delinquent Program. 53p. 1mf. L1 ED 319 838
- State Needs Assessments, Title II EESA: A Summary Report. 36p. 1mf. L1 ED 319 124

Department of Health and Human Services, Atlanta, GA. Region 4.
- Southeast's 21st Challenge...The Need To Build a Quality Workforce. 71p. 1mf. L1 ED 318 871

Department of Health and Human Services, Washington, D.C.
- Assessment of Attention Deficit Disorder Using a Thematic Apperception Technique. 25p. 1mf. L1 ED 319 793
- Who Cares for America's Children? Child Care Policy for the 1990s. Panel on Child Care Policy. Prepublication Copy. 362p. 4mf. L1 ED 319 523

Department of Justice, Washington, D.C. Bureau of Justice Statistics.
- Federal Drug Data for National Policy. 17p. 1mf. L1 ED 318 928
- Hispanic Victims. Special Report. 13p. 1mf. L1 ED 319 836

Department of Justice, Washington, D.C. National Inst. of Justice.
- Violence in Schools. Research in Brief. 5p. 1mf. L1 ED 319 837

Department of Labor, Washington, D.C.
- Believing Once Again: Solutions Addressing the Plight of Challenged Youth. Executive Summary. 23p. 1mf. L1 ED 319 817

Development Associates, Inc., Arlington, Va.
- Evaluation Guide for Bilingual Vocational Training. 103p. 2mf. L1 ED 319 244

Eastern Iowa Community Coll. District, Bettendorf.
- 2020 Perfect Vision for the Next Century: An Environmental Scan. 128p. 2mf. L1 ED 319 451

Eastern Kentucky Univ., Richmond. Dept. of Correctional Services.
- Correctional Training, Industries and Education. TIE. 40p. 1mf. L1 ED 318 899

Edna McConnell Clark Foundation, New York, N.Y.
- Improving Middle Schools in Boston: A Report on Boston Compact and School District Initiatives. 86p. 1mf. L1 ED 319 842

Education Commission of the States, Denver, Colo.
- Current Practice: Is It Enough? 36p. 1mf. L1 ED 319 851
- State Priorities in Higher Education: 1990. 39p. 1mf. L1 ED 319 325

Education Development Center, Inc., Newton, Mass.
- Impact of Computer-Supported Writing Instruction on the Writing Quality of Learning-Disabled Students. Final Report. 152p. 2mf. L1 ED 319 181

Educational Excellence Network, Washington, DC.
- Democracy: What It Is, How To Teach It. 13p. 1mf. L1 ED 319 650

Educational Resources Information Center (ED), Washington, DC.
- Resources in Education (RIE). Volume 25, Number 10. p. mf. L2 ED 318 839

Employment and Training Administration (DOL), Atlanta, GA. Region 4.
- Southeast's 21st Challenge...The Need To Build a Quality Workforce. 71p. 1mf. L1 ED 318 871

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
- Accountability in Mathematics Education. ERIC/SMEAC Mathematics Digest No. 3, 1988. 4p. 1mf. L1 ED 319 628
- Curriculum and Evaluation Standards for Mathematics Education. ERIC/SMEAC Mathematics Education Digest No. 1, 1990. 4p. 1mf. L1 ED 319 630
- Recent Developments in College Level Environmental Studies Courses and Programs. ERIC/SMEAC Environmental Education Digest No. 2, 1988. 4p. 1mf. L1 ED 319 629

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
- "Remember the Ladies"--Women in the Curriculum. ERIC Digest. 4p. 1mf. L1 ED 319 652
- Teaching about Australia. ERIC Digest. 4p. 1mf. L1 ED 319 651

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
- Job-Related Basic Skills. ERIC Digest No. 94. 3p. 1mf. L1 ED 318 912
- Jobs in the Future. ERIC Digest No. 95. 3p. 1mf. L1 ED 318 913
- Locating Vocational Education Curricula. ERIC Digest No. 97. 3p. 1mf. L1 ED 318 915
- Vocational Education Performance Standards. ERIC Digest No. 96. 3p. 1mf. L1 ED 318 914

ERIC Clearinghouse on Early Childhood Education, Champaign, Ill.
- ERIC/EECE Digests Related to the Education and Care of Children from Birth through 12 Years of Age. 72p. 1mf. L1 ED 319 537

ERIC Clearinghouse on Educational Management, Eugene, Oreg.
- Designing Programs for New Teachers: The California Experience. 127p. 2mf. L1 ED 319 145

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
- Readings about Children and Youth with Learning Disabilities. ERIC MiniBib #E465. 3p. 1mf. L1 ED 319 179
- Student Self-Management To Increase On-Task Behavior, Research Brief for Teachers T3. 3p. 1mf. L1 ED 319 227

ERIC Clearinghouse on Higher Education, Washington, D.C.
- Student as Commuter: Developing a Comprehensive Institutional Response. ASHE-ERIC Report No. 7. 118p. 2mf. L1 ED 319 298
- Student as Commuter: Developing a Comprehensive Institutional Response. ERIC Digest. 3p. 1mf. L1 ED 319 297

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
- Library and Information Services for Democracy. A Select ERIC Bibliography Prepared on a Theme of the 1991 White House Conference on Library and Information Services. ERIC/IR Mini-Bib. 4p. 1mf. L1 ED 319 414

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
- Language Arts for Gifted Middle School Students. Teaching Resources in the ERIC Database (TRIED) Series. 84p. 1mf. L1 ED 319 046
- Right To Read: Censorship in the School Library. ERIC Digest. 4p. 1mf. L1 ED 319 067

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
- Capital Outlay: A Critical Concern in Rural Education. ERIC Digest. 3p. 1mf. L1 ED 319 583
- Directory of Organizations and Programs in Rural Education. 73p. 1mf. L1 ED 319 584
- Educating Undocumented Children: A Review of Practices and Policies. A Trends and Issues Paper. 51p. 1mf. L1 ED 319 585
- Got the Education Beat? Use ERIC! A Journalist's Handbook about the Educational Resources Information Center (ERIC). 27p. 1mf. L1 ED 319 582
- Making Education Work for Mexican-Americans: Promising Community Practices. ERIC Digest. 3p. 1mf. L1 ED 319 580
- Supporting Emergent Literacy among Young American Indian Students. 3p. 1mf. L1 ED 319 581

ERIC Clearinghouse on Teacher Education, Washington, D.C.
- Adolescents and AIDS. ERIC Digest. 4p. 1mf. L1 ED 319 742

ERIC Clearinghouse on Urban Education, New York, N.Y.
- Enriching the Compensatory Education Curriculum for Disadvantaged Students. ERIC/CUE Digest No. 61. 4p. 1mf. L1 ED 319 876
- Linking Schools with Human Service Agencies. ERIC/CUE Digest No. 62. 4p. 1mf. L1 ED 319 877

ERIC Processing and Reference Facility, Rockville, MD.
- Resources in Education (RIE). Volume 25, Number 10. p. mf. L2 ED 318 839

Executive Office of the President, Washington, D.C.
- National Goals for Education. 10p. 1mf. L1 ED 319 143

Far West Lab. for Educational Research and Development, San Francisco, Calif.
- Designing Programs for New Teachers: The California Experience. 127p. 2mf. L1 ED 319 145

Federal City Council, Washington, DC.
- Our Children, Our Future. 208p. 3mf. L1 ED 319 841

FernUniversitat, Hagen (West Germany). Zentrales Inst. fur Fernstudienforschung Arbeitsbereich.
- Open Learning for Process Operators. ZIFF Papiere 78. 24p. 1mf. L1 ED 318 891

Ferris State Univ., Big Rapids, MI. Dept. of Languages and Literature.
- Writing of Ferris State University Students: A View Across the Curriculum. 199p. 3mf. L1 ED 319 342

Florida State Dept. of Education, Tallahassee.
- Characteristics of Migrant Secondary Students: Outreach Meeting Report (1st, Silver Bay, New York, October 24-26, 1988). 18p. 1mf. L1 ED 319 550
- Current Practices: Future Directions. Outreach Meeting Report (3rd, Portland, Oregon, May 3, 1989). 15p. 1mf. L1 ED 319 551
- Directory of Programs: High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP). 21p. 1mf. L1 ED 319 545
- Exploring Mobility Issues. Outreach Meeting Report (2nd, McAllen, Texas, November 14-15, 1988). 19p. 1mf. L1 ED 319 552
- Migrant Education, Interstate Secondary Credit Accrual and Acceptance Manual: Practical Guidelines for School Personnel Serving Migrant Secondary Students. 174p. 2mf. L1 ED 319 546

Florida State Dept. of Education, Tallahassee. Education Standards Commission.
- Preparing Elementary Teachers for Florida's Classrooms. 90p. 1mf. L1 ED 319 734

Florida State Postsecondary Education Planning Commission, Tallahassee.
- Impact of Undergraduate Enhancement Funding. Report and Recommendations of the Postsecondary Education Planning Commission. Report 7. 82p. 1mf. L1 ED 319 324

Ford Foundation, New York, N.Y.
- Financing Human Capital. 57p. 1mf. L2 ED 319 862
- Growth and Concentration of Hispanic Enrollment and the Future of American Education. 36p. 1mf. L1 ED 319 819
- Industrial Change and Black Men's Relative Earnings: Final Report. 54p. 1mf. L2 ED 319 861
- Laboring for Less: Working but Poor in Rural America. 71p. 1mf. L2 ED 319 566
- One Nation, Indivisible: The Civil Rights Challenge for the 1990s. 659p. 7mf. L1 ED 319 835
- Rural Disadvantage: Growing Income Disparities between Rural and Urban Areas. 31p. 1mf. L2 ED 319 857
- Simultaneous Replication: A Technique for Large-Scale Research. 24p. 1mf. L1 ED 319 799
- Unequal Picture. Black, Hispanic, Asian and Native American Characters on Television. 50p. 1mf. L2 ED 319 366
- Who Cares for America's Children? Child Care Policy for the 1990s. Panel on Child Care Policy. Prepublication Copy. 362p. 4mf. L1 ED 319 523

Foundation for Child Development, New York, N.Y.
- Making JOBS Work. What the Research Says about Effective Employment Programs for AFDC Recipients. 103p. 2mf. L2 ED 319 843
- Who Cares for America's Children? Child Care Policy for the 1990s. Panel on Child Care Policy. Prepublication Copy. 362p. 4mf. L1 ED 319 523

Fund for New Jersey, East Orange.
- Linking Schools & Community Services: A Practical Guide. 74p. 1mf. L1 ED 318 929
- Linking Schools & Community Services: Resource Directory. 72p. 1mf. L1 ED 318 930

Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
- Center for Core Studies at Brooklyn College. Executive Summary. 246p. 3mf. L1 ED 319 339
- Development of Materials for Use in a Comprehensive Teaching Improvement System. Final Report. 71p. 1mf. L1 ED 319 336
- Domestic/International Field Center for Intercultural Education in Built Environment: Final Report. 41p. 1mf. L1 ED 319 340
- Industry/Postsecondary Education Partnership for Faculty Development. 45p. 1mf. L1 ED 319 338
- Master of Arts and Professional Studies Program. 29p. 1mf. L1 ED 319 337
- Professional Preparation for Rural Teachers: Growing Your Own. 9p. 1mf. L1 ED 319 542
- Teachers on Television. Observing Teachers and Students in Diverse Classroom Settings through the Technology of Television. 499p. 6mf. L2 ED 319 711

Further Education Unit, London (England).
- Implementing CPVE. Practical Advice on Designing, Operating and Evaluating CPVE. 55p. 1mf. L1 ED 318 897
- Safety Management Systems. 30p. 1mf. L1 ED 318 896

General Accounting Office, Washington, D.C. Div. of Human Resources.
- AIDS Education: Gaps in Coverage Still Exist. 14p. 1mf. L1 ED 318 978
- AIDS Education: Programs for Out-of-School Youth Slowly Evolving. 23p. 1mf. L1 ED 318 962
- Guaranteed Student Loans: Credit Bureau Reporting Practices by Guaranty Agencies and Lenders. Briefing Report to the Chairman, Subcommittee on Education, Arts, and the Humanities, Committee on Labor and Human Resources, U.S. Senate. 54p. 1mf. L1 ED 319 341
- Special Education: Estimates of Handicapped Indian Preschoolers and Sufficiency of Services. Briefing Report to Congressional Requesters. 69p. 1mf. L1 ED 319 178

Genesee Community Coll., Batavia, N.Y.
- Assessment Proposal: Genesee Community College, 1990. 19p. 1mf. L1 ED 319 438

George Brown Coll., Toronto (Ontario).
- Report on George Brown College Multicultural Demonstration Project. 77p. 1mf. L1 ED 319 452

George Washington Univ., Washington, D.C.
- Student as Commuter: Developing a Comprehensive Institutional Response. ERIC Digest. 3p. 1mf. L1 ED 319 297
- Student as Commuter: Developing a Comprehensive Institutional Response. ASHE-ERIC Report No. 7. 118p. 2mf. L1 ED 319 298

Georgetown Univ., Washington, DC. Center for Immigration Policy and Refugee Assistance.
- Immigrant and Refugee Tutoring Programs: A D.C. Schools Project Handbook. "Tutoring and Befriending." 200p. 3mf. L1 ED 319 868

Geraldine R. Dodge Foundaton, Morristown, N.J.
- Linking Schools & Community Services: A Practical Guide. 74p. 1mf. L1 ED 318 929
- Linking Schools & Community Services: Resource Directory. 72p. 1mf. L1 ED 318 930

German Foundation for International Development, Bonn (West Germany).
- Librarianship and Documentation Studies: A Handbook of Teaching and Learning Materials. Volume 3. 88p. 1mf. L1 ED 319 410
- Management of Information Services. Reports and Papers of a Training Course (Arusha, Tanzania, April 11-22, 1988). 146p. 2mf. L1 ED 319 411

Germanna Community Coll., Locust Grove, VA.
- Fauquier Enrollment Projections: Preliminary Study, March 1989. 43p. 1mf. L1 ED 319 432
- Feasibility Study Concerning the Use of Volunteers at Germanna Community College. 13p. 1mf. L1 ED 319 435
- GCC Master Plan, 1988-89. 77p. 1mf. L1 ED 319 434
- Germanna Community College Outcome Assessment Plan. Revised. 81p. 1mf. L1 ED 319 433
- Germanna Community College. The Year at a Glance, 1988-89. 51p. 1mf. L1 ED 319 437
- Persistence and Graduation Rates at Germanna Community College, Fall Quarter 1981 through Fall Quarter 1986. 25p. 1mf. L1 ED 319 436

Gilder Foundation, New York, NY.
- Linking Schools & Community Services: A Practical Guide. 74p. 1mf. L1 ED 318 929
- Linking Schools & Community Services: Resource Directory. 72p. 1mf. L1 ED 318 930

Harvard Univ., Cambridge, MA. Inst. for International Development.
- Indicators of Student Flow Rates in Honduras: An Assessment of an Alternative Methodology, with Two Methodologies for Estimating Student Flow Rates. BRIDGES Research Report No. 6. 45p. 1mf. L1 ED 319 116

Harvey Social Research, Ltd., Sherwood Park (Alberta).
- Initiating and Supporting Curriculum Delivery and Implementation: Review of Relevant Literature. 74p. 1mf. L1 ED 319 121

Hawaii Univ., Kahului. Maui Community Coll.
- Academic Development Plan for the Island of Molokai in Hawaii, 1990-1996. 36p. 1mf. L1 ED 319 429

Hawaii Univ., Manoa. Coll. of Education.
- Gender Differences in Educational Attainment among Asian Americans in the High-School-and-Beyond Senior-Cohort Third Follow-Up Survey. 18p. 1mf. L1 ED 319 844
- Role of the School in Creating a Supportive Learning Environment for Minority Students. 11p. 1mf. L1 ED 319 863

Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
- Tests on the Pathway to a Health Career. 59p. 1mf. L1 ED 319 305

Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.
- Attention to Language in Day Care Attending Children: A Mediating Factor in the Developmental Effects of Otitis Media. 15p. 1mf. L1 ED 319 511
- Effects of Infant Day Care on Children's Social Behavior: An Examination of Within-Group Differences. 20p. 1mf. L1 ED 319 513
- Maternal and Child Health Research Program: I. Active Projects, 1988. 200p. 3mf. L1 ED 319 188

Holland Coll., Charlottetown (Prince Edward Island).
- Effective Extension Model for Early Childhood Education. 24p. 1mf. L1 ED 319 458

Houston Community Coll. System, Tex.
- Houston Community College Eligible Legalized Alien Program. Curriculum Unit, ESL I (Spanish and English Literacy). 219p. 3mf. L1 ED 319 269

Illinois State Council on Vocational Education, Springfield.
- Advice to the Private Sector. Report 3. 23p. 1mf. L1 ED 318 873
- Dialogue with Educational Leaders: Implications for Policy. Report 2. 39p. 1mf. L1 ED 318 872
- Evaluating Vocational Education Programs in Illinois. A Report on Consultation of the Illinois Council on Vocational Education with the Illinois State Board of Education on Evaluation. Report 6. 17p. 1mf. L1 ED 318 874
- Perceptions Re: Adequacy and Effectiveness of the JTPA and V.E. Perkins Act Programs in Illinois. Report 23. 26p. 1mf. L1 ED 318 877
- Preparing and Maintaining Workers. Report 11. 37p. 1mf. L1 ED 318 875
- Serving Economically Depressed Areas. Report 12. 23p. 1mf. L1 ED 318 876

Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
- Secondary Transition Intervention Effectiveness: Fourth Annual Report. 145p. 2mf. L1 ED 319 222

Illinois Univ., Urbana. Center for the Study of Reading.
- Historical Shifts in the Use of Analogy in Science. Technical Report No. 498. 36p. 1mf. L1 ED 318 987

Illinois Univ., Urbana. Computer-Based Education Research Lab.
- Language Arts CCA Basic Skills Curriculum. Instructor's Guide. 100p. 2mf. L2 ED 319 051
- Reading Comprehension CCA Basic Skills Curriculum. Instructor's Guide. 213p. 3mf. L2 ED 319 011
- Spelling CCA Basic Skills Curriculum. Instructor's Guide. 28p. 1mf. L2 ED 319 010

Illinois Univ., Urbana. Language Learning Lab.
- Microcomputer-Based User Interface for Library Online Catalogue. 15p. 1mf. L1 ED 319 384

Indiana State Commission for Higher Education, Indianapolis.
- Retention and Attrition of Declared Part-Time Associate Freshmen. Discussion and Decision Items. 37p. 1mf. L1 ED 319 431
- Transfer of Credit Study (Discussion Item). 7p. 1mf. L1 ED 319 430

Indiana State Univ., Terre Haute. Blumberg Center for Interdisciplinary Studies in Special Education.
- "Optimal Practice Inventory for the Severely Handicapped Including Deaf/Blind." Results of the Survey. 43p. 1mf. L1 ED 319 174
- "Survey of Agency Services to Persons Who Have Severe Disabilities." Results of the Survey. 20p. 1mf. L1 ED 319 175

Indiana Univ., Bloomington. Center for Reading and Language Studies.
- Language Arts for Gifted Middle School Students. Teaching Resources in the ERIC Database (TRIED) Series. 84p. 1mf. L1 ED 319 046

Indiana Univ., Bloomington. Dept. of Psychology.
- Contributions of Fundamental Frequency, Formant Spacing, and Glottal Waveform to Talker Identification. Research on Speech Perception. Technical Report No. 5. 160p. 2mf. L1 ED 319 090

Institute of Urban Life, Chicago, Ill.
- Chicago's Private Elementary and Secondary Schools: Enrollment Trends. 36p. 1mf. L1 ED 319 823

Integrated Research Services, Eugene, OR.
- IMPACT: An Early Intervention Demonstration Project. Abbreviated Version. 21p. 1mf. L1 ED 318 954

International Bureau of Education, Geneva (Switzerland).
- World Trends and Issues in Adult Education. Educational Science Series? 177p. mf. L3 ED 318 852

International Children's Centre, Paris (France).
- Bamako Initiative: Primary Health Care Experience. Children in the Tropics: Review of the International Children's Centre. 99p. 2mf. L1 ED 319 533

International Exchange Center on Gerontology, Tampa, FL.
- Aging and Old Age in Ghana. 26p. 1mf. L1 ED 318 932
- Chinese Perspectives on Aging in the People's Republic of China. 50p. 1mf. L1 ED 318 848
- Community Care of the Aged in Scandinavia. 54p. 1mf. L1 ED 318 849
- Crime and the Elderly. A Report of the Crime Task Force. 123p. 2mf. L1 ED 318 847
- Discussions about Aging: Sweden and the United States. 73p. 1mf. L1 ED 318 850
- Growing Old in Sweden. 53p. 1mf. L1 ED 318 846
- Improving Efficiency in the Delivery of Services to the Aged in Great Britain. 27p. 1mf. L1 ED 318 843
- New Patterns of Transition to Retirement in West Germany. 25p. 1mf. L1 ED 318 851
- Old Age Policy in France. 29p. 1mf. L1 ED 318 844
- Report on the United Nations World Assembly on Aging. Based on a Follow-Up Conference (Tampa, Florida, December 7, 1983). 45p. 1mf. L1 ED 318 841
- Snowbirds in the Sun Belt: Older Canadians in Florida. 128p. 2mf. L1 ED 318 842
- Support Services for the Aged in Switzerland. 26p. 1mf. L1 ED 318 845

International Geographical Union.
- Developing Skills in Geographical Education. 361p. 4mf. L1 ED 319 644

International Labour Office, Geneva (Switzerland). Central Library and Documentation Branch.
- Micro-ISIS Training Course: Data Processing Principles and Applications. (Databases for Bibliographic Records and Serials, Training Material and Training Institutions, Addresses, and Registration of Mail). 167p. 2mf. L2 ED 319 398

International Literacy Year Secretariat, Canberra (Australia).
- 1990 International Literacy Year--An Introduction: International Literacy Year Paper No. 1 and Policy Directions for the International Literacy Year Program: International Literacy Year Paper No. 2. 29p. 1mf. L1 ED 318 854

Intersegmental Coordinating Council, Sacramento, CA.
- Annual Report of the Intersegmental Coordinating Council to the California Education Round Table. 72p. 1mf. L1 ED 319 463
- California's Limited English Language Students: An Intersegmental Agenda. A Report to the Intersegmental Coordinating Council from the Curriculum and Assessment Cluster Committee. 17p. 1mf. L1 ED 319 454
- Handbook of California Articulation Policies and Procedures, 1989. 82p. 1mf. L1 ED 319 460

Iowa State Historical Society, Iowa City.
- The Iowa Family Farm. 33p. 1mf. L1 ED 319 641

Iowa State Univ. of Science and Technology, Ames. Coll. of Education.
- Teachers on Television. Observing Teachers and Students in Diverse Classroom Settings through the Technology of Television. 499p. 6mf. L2 ED 319 711

Jackson County Intermediate School District, MI.
- Emotionally Impaired Elementary Curriculum. 102p. 2mf. L1 ED 319 180

Jefferson County School District R-1, Denver, Colo.
- A.S.A.P. (As Soon As Possible). A Multitype Library Fax Consortium. 48p. 1mf. L1 ED 319 389

Jobs for the Future, Inc., West Somerville, MA.
- Closing the Gap: Meeting the Small Business Training Challenge in Connecticut. 41p. 1mf. L1 ED 318 867
- Globally Competitive People: Final Report to the Human Resource Committee. 74p. 1mf. L1 ED 318 868

John Abbott Coll., Sainte Anne de Bellevue (Quebec).
- Easing the Transition from Secondary School to College. 141p. 2mf. L1 ED 319 439
- Evaluation as Empowerment: Holistic Evaluation across the Curriculum. 74p. 1mf. L1 ED 319 425

John D. and Catherine T. MacArthur Foundation, Chicago, IL.
- Financing Human Capital. 57p. 1mf. L2 ED 319 862
- Simultaneous Replication: A Technique for Large-Scale Research. 24p. 1mf. L1 ED 319 799

Johnson Foundation, Inc., Racine, Wis.
- Seven Principles for Good Practice in Undergraduate Education: Faculty Inventory. Institutional Inventory. 32p. 1mf. L1 ED 319 293

Joint Economic Committee, Washington, D.C.
- Economic and Social Benefits of Early Childhood Education. Hearing before the Subcommittee on Education and Health of the Joint Economic Committee, Congress of the United States. One Hundred First Congress, First Session. 132p. 2mf. L1 ED 319 485

Joyce Foundation, Chicago, IL.
- Making JOBS Work. What the Research Says about Effective Employment Programs for AFDC Recipients. 103p. 2mf. L2 ED 319 843
- Undergraduate Completion and Persistence at Four-Year Colleges and Universities: Completers, Persisters, Stopouts, and Dropouts. 36p. 1mf. L1 ED 319 343

Kansas State Dept. of Education, Topeka.
- Change and Progress Start with Education. 7p. 1mf. L1 ED 319 123

Kentucky Education Association, Louisville.
- Drawing Marginal Learners into the Big Picture. 54p. 1mf. L1 ED 319 193
- Tips for Teaching Marginal Learners. 22p. 1mf. L1 ED 319 192

Kentucky State Dept. of Education, Frankfort.
- Character and Value Education: Teaching Strategies. 107p. 2mf. L1 ED 319 672

Kentucky State Dept. of Education, Frankfort. Div. of Compensatory Education.
- Kentucky Chapter 1 Program Improvement Guide. 42p. 1mf. L1 ED 319 856

Kentucky State Literacy Commission, Frankfort.
- Older Worker Readiness Project. Job Preparation Centers for Individuals 55 and Over. 34p. 1mf. L1 ED 318 886

Lamar Community Coll., CO.
- Horse Training and Management: Program of Excellence. 13p. 1mf. L1 ED 319 471

Language Inst. of Japan, Odawara.
- Cross Currents, A Journal of Language Teaching and Cross-Cultural Communication, Volumes 13-16, 1986-1989 (8 Issues). 815p. 9mf. L1 ED 319 266

Lethbridge Catholic Separate School District #9 (Alberta).
- Breaking New Ground: Teaching Skills of Intelligence. Lethbridge Catholic Separate School District No. 9. 233p. 3mf. L1 ED 319 682

Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.
- Cassette Books. 422p. 5mf. L1 ED 319 210

Lilly Endowment, Inc., Indianapolis, Ind.
- Communication within School-University Partnerships and Its Effect on Curricular Change. 43p. 1mf. L1 ED 319 350
- Seven Principles for Good Practice in Undergraduate Education: Faculty Inventory. Institutional Inventory. 32p. 1mf. L1 ED 319 293
- Undergraduate Completion and Persistence at Four-Year Colleges and Universities: Completers, Persisters, Stopouts, and Dropouts. 36p. 1mf. L1 ED 319 343

Lloyd A. Fry Foundation, Chicago, IL.
- Chicago's Private Elementary and Secondary Schools: Enrollment Trends. 36p. 1mf. L1 ED 319 823

Los Angeles Unified School District, CA. Program Evaluation and Assessment Branch.
- Microcomputers in Instruction, 1984-85 through 1987-88. Publication No. 538. 139p. 2mf. L1 ED 319 385

Los Medanos Coll., Pittsburg, Calif.
- Second Generation Tutoring Model: Position Paper. Evaluation Plan for Second Generation Tutoring Model. Training Plan for Second Generation Tutoring Program. 39p. 1mf. L1 ED 319 447

Los Rios Community Coll. District, Sacramento, CA. Office of Planning and Research.
- Los Rios Community College District Office of Planning and Research Student Persistence Study. 35p. 1mf. L1 ED 319 441
- Los Rios Transfer Statistics: Fall 1988/Spring 1989 Update. 38p. 1mf. L1 ED 319 442
- MESA/MEP at American River College: Year One Evaluation Report. 45p. 1mf. L1 ED 319 472
- Planning for Change: Fall 1988 Enrollment Update. Sixth Report in the "Planning for Change" Series. 86p. 1mf. L1 ED 319 440

Lutheran Medical Center, Brooklyn, N.Y.
- Assessment of Attention Deficit Disorder Using a Thematic Apperception Technique. 25p. 1mf. L1 ED 319 793

Macomb Intermediate Center, Mt. Clemens, MI.
- Inclusive Education: Toward the Maximum Potential. LRE Bows to the Least Restrictive Alternative. A Bibliography and Directory. 54p. 1mf. L1 ED 319 172

Manitoba Dept. of Education, Winnipeg.
- English Language Arts Overview K-12. 141p. 2mf. L1 ED 319 061
- Occupational Entrance Course: Language Arts 104, 204, 304. Interim Guide. 128p. 2mf. L1 ED 319 062

Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.
- Manitoba Writing Assessment 1988, Grade 11. Preliminary Report: French Immersion Schools. 46p. 1mf. L1 ED 319 059
- Manitoba Writing Assessment 1988, Grade 4. Preliminary Report: Franco-Manitoban Schools. 24p. 1mf. L1 ED 319 057
- Manitoba Writing Assessment 1988, Grade 8. Preliminary Report: French Immersion Schools. 28p. 1mf. L1 ED 319 058

Mariscal and Co., Los Angeles, Calif.
- Postsecondary Education Seminars Conference (12th, Airlie, Virginia, June 1-3, 1976). Final Report. 142p. 2mf. L1 ED 319 289

Mary Owen Borden Memorial Foundation, Princeton, NJ.
- Linking Schools & Community Services: A Practical Guide. 74p. 1mf. L1 ED 318 929
- Linking Schools & Community Services: Resource Directory. 72p. 1mf. L1 ED 318 930

Maryland State Advisory Council on Vocational-Technical Education, Baltimore.
- Integration of Academic and Vocational-Technical Education. 8p. 1mf. L1 ED 318 859

Maryland Univ., College Park. Counseling Center.
- Attitudes of Residence Hall Students toward Student-Athletes: Implications for Advising, Training and Programming. Research Report #19-89. 22p. 1mf. L1 ED 319 321

(Continued)

(Continued)

Maryland Univ., College Park. Counseling Center.
Profile of Incoming Freshmen at the University of Maryland, College Park, 1989-1990. Research Report #1-90.
16p. 1mf. L1 ED 319 328

Maryland Univ., College Park. Maryland Longitudinal Study Steering Committee.
Black Student Experience. Maryland Longitudinal Study Research Highlights. Research Report #15.
22p. 1mf. L1 ED 319 353

Maryland Univ., College Park. Office of Minority Student Education.
Profile of Incoming Freshmen at the University of Maryland, College Park, 1989-1990. Research Report #1-90.
16p. 1mf. L1 ED 319 328

Massachusetts State Dept. of Education, Boston.
Project SOLID START.
9p. 1mf. L1 ED 319 490

Massachusetts State Dept. of Education, Quincy. Bureau of Equal Educational Opportunity.
Controlled Choice in Boston: The First Year.
82p. 1mf. L1 ED 319 858
Two-Way Integrated Bilingual Education.
87p. 1mf. L1 ED 319 859

Meharry Medical Coll., Nashville, Tenn.
Impact of Nutrition on Health and Disease in Blacks and Other Minorities. Proceedings of the Meharry Medical College Annual Nutrition Workshop (1st, Nashville, Tennessee, October 28-30, 1987). Annual Nutrition Workshop Series, Volume 1.
235p. 3mf. L1 ED 319 731
Nutrition and Hypertension in Blacks and Other Minorities. Proceedings of the Meharry Medical College Annual Nutrition Workshop (2nd, Nashville, Tennessee, October 26-28, 1988). Annual Nutrition Workshop Series, Volume II.
225p. 3mf. L1 ED 319 681

Michigan State Dept. of Education, Lansing. Michigan Educational Assessment Program.
Essential Skills Reading Test Blueprint. (Fifth Edition).
84p. 1mf. L1 ED 319 766

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Activities as Instructional Tools: A Framework for Analysis and Evaluation. Occasional Paper 132.
42p. 1mf. L1 ED 319 733
Value of Ideas: The Immersion Approach to the Development of Thinking. Elementary Subjects Center Series No. 20.
34p. 1mf. L1 ED 319 506

Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
Automotive Electronics. Teacher Edition (Revised).
412p. 5mf. L2 ED 318 916
Diesel Electrical Systems. Teacher Edition (Revised).
414p. 5mf. L2 ED 318 917
Diesel Fuel Systems. Teacher Edition (Revised).
312p. 4mf. L2 ED 318 918
Diesel Fundamentals. Teacher Edition (Revised).
1055p. 11mf. L2 ED 318 922
General Electronics Technician.
788p. 9mf. L2 ED 318 919
Major Appliance Repair. Teacher Edition.
662p. 7mf. L2 ED 318 920

Mid-Continent Regional Educational Lab., Inc., Denver, Colo.
Distance Learning Evaluation Study, Phase I. A Study of North Dakota and Missouri Schools Implementing German I by Satellite. Descriptive Statistical Report.
54p. 1mf. L1 ED 319 382

Middle Tennessee State Univ., Murfreesboro.
Meaning of Money Revisited: Workers' View.
14p. 1mf. L1 ED 318 984

Midwest Philosophy of Education Society, Carbondale, IL.
Proceedings of the Annual Conference of the Midwest Philosophy of Education Society (Chicago, Illinois, November 13-14, 1987 and November 11-12, 1988).
233p. 3mf. L1 ED 319 670

Mills Coll., Oakland, Calif.
Conflict and Attachment: The Experience of Disorganized/Controlling Children.
15p. 1mf. L1 ED 319 496

Ministry of Education and Culture, Jerusalem (Israel). Israel Curriculum Center.
Statewide Assessment and Evaluation of Fourth Grade Mathematics Delivery System.
254p. 3mf. L1 ED 319 761

Minnesota Univ., Minneapolis. Center for Residential and Community Services.
Living in the Community: A Comparative Study of Foster Homes and Small Group Homes for People with Mental Retardation. Project Report 28.
215p. 3mf. L1 ED 319 199

Minnesota Univ., Minneapolis. Dept. of Educational Psychology.
Evaluating Post-School Transition of Secondary Students with Moderate to Severe Handicaps. Final Report.
42p. 1mf. L1 ED 319 202

Minnesota Univ., Minneapolis. Inst. on Community Integration.
Assessing Post-School Outcomes for Students with Moderate to Severe Mental Retardation. Project Report No. 89-1.
80p. 1mf. L1 ED 319 203

Mississippi Special Task Force for Economic Development Planning.
Globally Competitive People: Final Report to the Human Resource Committee.
74p. 1mf. L1 ED 318 868
Seizing the Future: A Commitment to Competitiveness.
31p. 1mf. L1 ED 318 866

Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
Child Development, Care and Guidance. Performance Objectives and Criterion-Referenced Test Items.
80p. 1mf. L2 ED 318 857
Family and Individual Health. Performance Objectives and Criterion-Referenced Test Items.
114p. 2mf. L2 ED 318 858
Food and Nutrition (Advanced). Performance Objectives and Criterion-Referenced Test Items.
80p. 1mf. L2 ED 318 856
Food and Nutrition (Intermediate). Performance Objectives and Criterion-Referenced Test Items.
120p. 2mf. L2 ED 318 855

Missouri Univ., Columbia. Instructional Materials Lab.
Child Development, Care and Guidance. Performance Objectives and Criterion-Referenced Test Items.
80p. 1mf. L2 ED 318 857
Family and Individual Health. Performance Objectives and Criterion-Referenced Test Items.
114p. 2mf. L2 ED 318 858
Food and Nutrition (Advanced). Performance Objectives and Criterion-Referenced Test Items.
80p. 1mf. L2 ED 318 856
Food and Nutrition (Intermediate). Performance Objectives and Criterion-Referenced Test Items.
120p. 2mf. L2 ED 318 855

Missouri Univ., Kansas City.
Role of Studying, Academic Variables, and Initial Course Success in Outcomes of College Courses.
9p. 1mf. L1 ED 319 296

Montclair State Coll., Upper Montclair, N.J.
Shared Visions, Double Vision, and Changing Perspectives: A College/School Parent Participation Program.
33p. 1mf. L1 ED 319 833

Mott (C.S.) Foundation, Flint, Mich.
Community Education and Economic Development: Activities in the Field and Potential New Models.
104p. 2mf. L1 ED 318 892
Primer on Entrepreneurial Education for Community Educators.
72p. 1mf. L1 ED 318 893
Teenage Parenthood, Poverty and Dependency: Do We Know How To Help? Background Briefing Report and Meeting Highlights.
39p. 1mf. L1 ED 318 887

Murdoch Univ., Western Australia (Australia).
Distance Education, Efficiency and Scientific Management: Some Doubts. ESTR Occasional Paper Number 12.
24p. 1mf. L1 ED 318 911

National Academic Advising Association, Pomona, NJ.
Identification of Student Characteristics That Predict Persistence and Success in an Engineering College at the End of the Sophomore Year: Informing the Practice of Academic Advising.
56p. 1mf. L1 ED 319 355

National Academy of Sciences - National Research Council, Washington, D.C.
Who Cares for America's Children? Child Care Policy for the 1990s. Panel on Child Care Policy. Prepublication Copy.
362p. 4mf. L1 ED 319 523

National Academy of Sciences - National Research Council, Washington, DC. Commission on Behavioral and Social Sciences and Education.
Common Destiny: Blacks and American Society.
622p. mf. L3 ED 319 821
Common Destiny: Blacks and American Society. Summary and Conclusions.
48p. 1mf. L1 ED 319 822

National Academy of Sciences - National Research Council, Washington, DC. Committee on the Status of Black Americans.
Review of Research on School Desegregation's Impact on Black Americans.
78p. 1mf. L1 ED 319 826

National Academy of Sciences - National Research Council, Washington, DC. Mathematical Sciences Education Board.
Reshaping School Mathematics: A Philosophy and Framework for Curriculum.
72p. 1mf. L2 ED 319 588

National Agricultural Library (DOA), Beltsville, MD. Family Information Center.
Adult Children.
9p. 1mf. L1 ED 318 944
Aging Parents.
12p. 1mf. L1 ED 318 943
Dementia and Alzheimer's Disease in the Elderly.
20p. 1mf. L1 ED 318 945
Family Caregivers.
18p. 1mf. L1 ED 318 946
Family Support Networks.
8p. 1mf. L1 ED 318 947
Grandparenting.
10p. 1mf. L1 ED 318 948
Humor in Later Life.
8p. 1mf. L1 ED 318 949
Intergenerational Relationships.
13p. 1mf. L1 ED 318 950
Living Arrangements in Later Life.
16p. 1mf. L1 ED 318 951
Pets and the Elderly.
13p. 1mf. L1 ED 318 952
Sibling Relationships in Adulthood.
11p. 1mf. L1 ED 318 953

National Agricultural Library (DOA), Washington, D.C.
International Rural Youth Issues: 1979-April 1988. Quick Bibliography Series.
17p. 1mf. L1 ED 319 562

National Association of Elementary School Principals, Alexandria, VA.
K-8 Principal in 1988: A Ten Year Study.
170p. 2mf. L1 ED 319 134

National Association of Secondary School Principals, Reston, Va.
Administrator Tenure Statutes and Other Legislative Protection of Position. A Legal Memorandum.
6p. 1mf. L2 ED 319 122
High School Leaders and Their Schools. Volume II: Profiles of Effectiveness.
102p. 2mf. L2 ED 319 139
Instructional Alternatives: Rescue Strategies for At-Risk Students.
7p. 1mf. L2 ED 319 132

National Association of Secondary School Principals, Reston, VA. Div. of Student Activities.
Boundary Breakers: A Team Building Guide for Student Activity Advisers.
34p. 1mf. L2 ED 319 152

National Association of State Directors of Special Education, Washington, D.C.
Class Size Reduction Policies: Survey Results.
33p. 1mf. L1 ED 319 206

National Catholic Educational Association, Washington, D.C.
One-Person Development Office.
54p. 1mf. L1 ED 319 118
Year-Round Recruitment and Retention Plan.
60p. 1mf. L1 ED 319 117

National Center for Education in Maternal and Child Health, Washington, DC.
Maternal and Child Health Research Program: I. Active Projects, 1988.
200p. 3mf. L1 ED 319 188

National Center for Education Statistics (DHEW), Washington, D.C.
Postsecondary Education Seminars Conference (12th, Airlie, Virginia, June 1-3, 1976). Final Report.
142p. 2mf. L1 ED 319 289

National Center for Education Statistics (ED), Washington, DC.
Findings from the NELS:88 Base Year Student Survey.
61p. 1mf. L1 ED 319 747
Salaries of Full-Time Instructional Faculty on 9- and 10-Month Contracts in Institutions of Higher Education, 1977-78 through 1987-88. Survey Report.
21p. 1mf. L1 ED 319 308

National Center for Postsecondary Governance and Finance, College Park, MD.
State Incentive Funding: Leveraging Quality.
7p. 1mf. L1 ED 319 294

National Center for Research in Vocational Education, Berkeley, CA.
Proceedings for Forum on Integrating Occupational and Academic Education.
28p. 1mf. L1 ED 318 869
1990 Agenda for the National Center for Research in Vocational Education.
43p. 1mf. L2 ED 318 870

National Center on Effective Secondary Schools, Madison, WI.
Bibliography of Research Related to Secondary Education.
136p. 2mf. L1 ED 319 147
Instructional Discourse and Student Engagement.
35p. 1mf. L1 ED 319 780
Staff Development for Higher Order Thinking: A Synthesis of Practical Wisdom.
26p. 1mf. L1 ED 319 728

National Commission on Working Women of Wider Opportunities for Women, Washington, DC.
Unequal Picture. Black, Hispanic, Asian and Native American Characters on Television.
50p. 1mf. L2 ED 319 366

National Council of La Raza, Washington, D.C.
Hispanic Poverty: How Much Does Immigration Explain? Proceedings from the Roundtable (Washington, D.C., November 27, 1989).
40p. 1mf. L1 ED 319 853

National Council of Teachers of Mathematics, Inc., Reston, Va.
Making the Grade in Mathematics: Elementary School Mathematics in the United States, Taiwan, and Japan.
38p. mf. L3 ED 319 592

National Council on Vocational Education, Washington, DC.
America's Hidden Treasure. The Urgent Need To Recognize and Promote the Nation's Vocational-Technical Education System. A Report to the American People.
53p. 1mf. L1 ED 318 898
Occupational Competencies. A Study of the Vocational-Technical Education Needs of the Agribusiness and Chemistry-Based Technology Industries.
46p. 1mf. L1 ED 318 861

National Dropout Prevention Center, Clemson, SC.
Mentoring Programs for At-Risk Youth: A Dropout Prevention Research Report.
38p. 1mf. L1 ED 318 931
School-Community-Business Partnerships. Building Foundations for Dropout Prevention.
57p. 1mf. L1 ED 318 894

National Education Association, Washington, D.C.
Homework as a Learning Experience. What Research Says to the Teacher. Third Edition.
34p. 1mf. L2 ED 319 492
Vocabulary Knowledge: Guidelines for Instruction. What Research Says to the Teacher.
35p. 1mf. L2 ED 319 001

National Education Association, Washington, D.C. Research Div.
Employee Participation Programs: Considerations for the School Site. Studies in Collective Bargaining.
39p. 1mf. L1 ED 319 109
General Sales Taxation. National Education Association Search.
23p. 1mf. L1 ED 319 100
Personal Income Taxation. National Education Association Search.
30p. 1mf. L1 ED 319 099
Property Taxation. National Education Association Search.
21p. 1mf. L1 ED 319 098
Understanding State School Finance Formulas. National Education Association Search.
27p. 1mf. L1 ED 319 101

National Foundation for the Improvement of Education, Washington, D.C.
Images of Potential Report of a Working Conference of the Learning Tomorrow Project (Racine, Wisconsin, January 1989).
41p. 1mf. L1 ED 319 383

National Geographic Society, Washington, DC. Education Foundation.
Placing Geography in the Curriculum: Ideas from the Western PLACE Conference (Boulder, Colorado, August 9-11, 1987).
256p. 3mf. L2 ED 319 637

National Governors' Association, Washington, DC. Center for Policy Research.
Pension Portability for Educators: A Plan for the Future.
50p. 1mf. L2 ED 319 113

National Inst. of Adult Continuing Education, Leicester (England). Unit for the Development of Adult Continuing Education.
Learning in Voluntary Organisations.
86p. 1mf. L1 ED 318 890
Understanding Competence. A Development Paper.
40p. 1mf. L1 ED 318 889
Understanding Learning Outcomes. A Development Paper.
23p. 1mf. L1 ED 318 888

National Inst. of Education (ED), Washington, DC.
Cost-Effectiveness of Alternative Approaches to Computer-Assisted Instruction.
81p. 1mf. L1 ED 319 357
Language-Independent Conceptual "Bugs" in Novice Programming. Technical Report No. 31.
14p. 1mf. L1 ED 319 373
Research and Design Issues Concerning the Development of Educational Software for Children. Technical Report No. 14.
7p. 1mf. L1 ED 319 374
School Principal Selection Practices: Five Case Studies.
168p. 2mf. L1 ED 319 107
Study of Issues Related to the Implementation of Computer Technology in Schools. Final Report, July, 1981. Technical Report No. 2.
142p. 2mf. L1 ED 319 370

National Inst. of Handicapped Research (ED), Washington, DC.
Evaluating Post-School Transition of Secondary Students with Moderate to Severe Handicaps. Final Report.
42p. 1mf. L1 ED 319 202
Manual for the Employability Maturity Interview.
38p. 1mf. L1 ED 319 196
Manual for the Occupational Report.
39p. 1mf. L1 ED 319 198
Manual for the Vocational Personality Report.
43p. 1mf. L1 ED 319 195
Manual for the Work Performance Assessment.
75p. 1mf. L1 ED 319 197
Manual for the Work Personality Profile.
43p. 1mf. L1 ED 319 194

National Inst. of Independent Colleges and Universities, Washington, DC.
Commitment to Access: Undergraduate Student Financial Assistance Provided Directly by Independent Colleges and Universities.
38p. 1mf. L1 ED 319 344
Undergraduate Completion and Persistence at Four-Year Colleges and Universities: Completers, Persisters, Stopouts, and Dropouts.
36p. 1mf. L1 ED 319 343

National Inst. of Mental Health (DHEW), Rockville, Md.
What One Intelligence Test Measures: A Theoretical Account of the Processing in the Raven Progressive Matrices Test.
79p. 1mf. L1 ED 319 811

National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
Aphasia Rehabilitation in Asia and the Pacific Region: Japan, China, India, Australia and New Zealand. Monograph #45.
90p. 1mf. L1 ED 319 225
From Barrier Free to Safe Environments: The New Zealand Experience. Monograph #44.
110p. 2mf. L1 ED 319 224
Prevention, The Beginning of the Rehabilitation Process: A View from New Zealand. Monograph #46.
51p. 1mf. L1 ED 319 226

National Institutes of Health (DHHS), Bethesda, Md.
CASE: Instructions and Data Specification for Reporting DHHS Obligations to Institutions of Higher Education and Other Nonprofit Organizations. FY 1989. Volume 1.
31p. 1mf. L1 ED 319 288
Contributions of Fundamental Frequency, Formant Spacing, and Glottal Waveform to Talker Identification. Research on Speech Perception. Technical Report No. 5.
160p. 2mf. L1 ED 319 090

National Opinion Research Center, Chicago, Ill.
Findings from the NELS:88 Base Year Student Survey.
61p. 1mf. L1 ED 319 747

National PTA, Chicago, Ill.
How To Talk to Your Teens and Children about AIDS = Como hablar con sus adolescentes y sus ninos sobre el SIDA.
25p. 1mf. L1 ED 319 516

National Rural Education Association, Fort Collins, CO.
Directory of Organizations and Programs in Rural Education.
73p. 1mf. L1 ED 319 584

National School Boards Association, Alexandria, VA.
Leadership for AIDS Education. Keys to School Boardsmanship. A Program of Continuing Education for School Board Members.
433p. 5mf. L1 ED 319 111

National School Boards Association, Washington, DC. Council of Urban Boards of Education.
Linking Schools with Human Service Agencies. ERIC/CUE Digest No. 62.
4p. 1mf. L1 ED 319 877

National Science Foundation, Washington, D.C.
Local and Long Distance Computer Networking for Science Classrooms. Technical Report No. 43.
11p. 1mf. L2 ED 319 376
Microworlds to Macroworlds: Conceptual Transfer and Activity Setting. Technical Report No. 46.
20p. 1mf. L2 ED 319 379
Teaching Technology: Creating Environments for Change. Technical Report No. 45.
13p. 1mf. L2 ED 319 378
Validity of Alternative Measurement Procedures for Assessing Mathematical Problem-Solving Processes and Performance.
35p. 1mf. L1 ED 319 781

National Science Foundation, Washington, D.C. Directorate for Science and Engineering Education.
Preliminary Report--State Indicators of Science and Mathematics Education: Course Enrollments and Teachers.
76p. 1mf. L2 ED 319 621

Natural Science for Youth Foundation, Roswell, GA.
Natural Science Centers: Directory.
429p. 5mf. L2 ED 319 619

Nebraska Coordinating Commission for Postsecondary Education, Lincoln.
From the Institutions' Perspective: Strategies in Higher Education.
40p. 1mf. L1 ED 319 316

Nebraska Library Commission, Lincoln.
Our Books, Our Wings: Books Nebraskans Read and Treasure.
337p. 4mf. L1 ED 319 055

Nevada State Dept. of General Services, Carson City.
State of Nevada Telecommunications Study. Assembly Concurrent Resolution 68.
285p. 3mf. L1 ED 319 567

New Hampshire State Dept. of Postsecondary Vocational-Technical Education, Concord.
New Hampshire Technical Colleges & Institute Graduate Placement Report, 1989.
21p. 1mf. L1 ED 318 862

New Jersey State Dept. of Education, Trenton.
Report of the Advisory Council on Developing Character and Values in New Jersey Students.
14p. 1mf. L1 ED 318 974

New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.
Guides in Gifted Education.
181p. 2mf. L1 ED 319 176

New Jersey State Dept. of Human Services, Trenton.
Linking Schools & Community Services: A Practical Guide.
74p. 1mf. L1 ED 318 929

New Mexico State Dept. of Education, Santa Fe. Div. of Indian Education.
New Mexico's Policy on Indian Education. A Report on the Development of New Mexico's Policy on Indian Education.
32p. 1mf. L1 ED 319 564

New York City Board of Education, Brooklyn. Office of Educational Assessment.
Mentor Teacher Internship Program, 1988-89. Evaluation Section Report.
53p. 1mf. L1 ED 319 737

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
Asian-American Communications In-School Staff and Parent Workshops 1988-89. OREA Evaluation Section Report.
20p. 1mf. L1 ED 319 850
Bilingual Academic Services and Integrated Career Systems Program, BASICS 1988-1989. OREA Evaluation Section Report.
28p. 1mf. L1 ED 319 261
Bilingual Children's Project. B.C.P., 1988-89. OREA Report.
23p. 1mf. L1 ED 319 256
Bilingual Specialized Programs in New York City High Schools, 1988-89. OREA Evaluation Section Report.
25p. 1mf. L1 ED 319 262
Career Awareness Program. Project CAP, 1988-89. OREA Report.
29p. 1mf. L1 ED 319 255
Chapter 1 Reading Skills Center Program 1988-89. Evaluation Section Report.
48p. 1mf. L1 ED 319 009
Cognitive Academic Learning Approaches through E.S.L. Content Areas with Career Exploration Strategies Program for Bilingual High School Students in New York City. Project CALA, 1988-89. OREA Final Evaluation Report.
33p. 1mf. L1 ED 319 259
College Discovery and Development Pilot Study: 1987-88, 1988-89. OREA Report.
46p. 1mf. L1 ED 318 957
Comprehensive Instructional Managmenent Systems-Communication Arts (CIMS-CA), 1988-89. Evaluation Section Report. OREA REport.
76p. 1mf. L1 ED 319 068
Computer-Focused Russian Bilingual Instructional Program, 1988-89. OREA Report.
28p. 1mf. L1 ED 319 254
D.S.E. Citywide Chapter 1, Part B Institutionalized Facilities Program 1988-89.
33p. 1mf. L1 ED 319 849
Eligibility and Programming in Chapter I English as a Second Language (E.S.L.) Programs, 1988-89. OREA Report.
20p. 1mf. L1 ED 319 258
Harmony in Career Learning and Scholastic System: Project Hi-Class 1988-89. OREA Evaluation Section Report.
32p. 1mf. L1 ED 319 874
Higher Achievement and Improvement through Instruction with Computers and Scholarly Transition and Resource Systems Program. OREA Report.
34p. 1mf. L1 ED 319 248
Hispanic Orientation to Life in America. Project HOLA, 1987-88. OREA Report.
28p. 1mf. L1 ED 319 247
Language Development through Holistic Learning (Mathematics, Art, Science, Technology, and Education Resources). Project MASTER, 1988-89. OREA Report.
24p. 1mf. L1 ED 319 253
Methodologies of Bilingual Instruction in Literacy Education. Project Mobile, 1988-89. OREA Report.
31p. 1mf. L1 ED 319 252
Program Assistance for Neophytes. Project PAN, 1988-89. OREA Evaluation Section Report.
31p. 1mf. L1 ED 319 263
Project Nuevos Horizontes, 1988-89. OREA Report.
29p. 1mf. L1 ED 319 251
School Community Education Program in New York City 1988-89. Volume I. OREA Evaluation Section Report.
107p. 2mf. L1 ED 319 869
School Community Education Program in New York City 1988-89. Volume II. OREA Evaluation Section Report.
105p. 2mf. L1 ED 319 870
School Community Education Program in New York City 1988-89. Volume III. OREA Evaluation Section Report.
109p. 2mf. L1 ED 319 871
School Community Education Program in New York City 1988-89. Volume IV. OREA Evaluation Section Report.
59p. 1mf. L1 ED 319 872
Spanish Native Language Arts Staff Development Turnkey Training Program, Spring 1989. OREA Report.
17p. 1mf. L1 ED 319 249
Staff Development Workshops for High School Science Teachers of Limited English Proficient Students 1988-89.
21p. 1mf. L1 ED 319 611
Summer Bilingual Program, 1989. OREA Report.
21p. 1mf. L1 ED 319 250
Urban Academy: A Dropout Prevention and Demonstration Project 1988-89. OREA Report.
24p. 1mf. L1 ED 319 873
Writing To Read 1988-89. Evaluation Section Report.
67p. 1mf. L1 ED 319 050

New York City Dept. of Mental Health and Mental Retardation Services, N.Y.
Assessment of Attention Deficit Disorder Using a Thematic Apperception Technique.
25p. 1mf. L1 ED 319 793

New York State Education Dept., Albany.
View from the Inside: An Action Plan for Gender Equity in New York State Educational Administration. Report of the Select Seminar on Women in Educational Administration.
35p. 1mf. L1 ED 319 144

New York State Education Dept., Albany. Office of Elementary and Secondary Education.
Long-Range Plan for Technology in Elementary and Secondary Education in New York State. Using Technology To Pursue Excellence in Schools.
68p. 1mf. L1 ED 319 397

New York State Legislative Commission on Rural Resources, Albany.
Integrating School Transportation Resources into Coordinated Rural Public Transportation Programs: A Proposal To Increase Access to Community Services for Transportation-Disadvantaged Persons.
21p. 1mf. L1 ED 319 565

New York State Library, Albany. Div. of Library Development.
Technology & Access: The Electronic Doorway Library.
44p. 1mf. L1 ED 319 387

New Zealand Dept. of Education, Wellington.
From Slates to Satellites. Report on Open Learning with New Technologies for Rural Communities.
43p. 1mf. L1 ED 319 396

Non-Governmental Organizations Committee on UNICEF, New York, NY.
Caught in the Cross Currents: What's Happened to Children--and People Who Work for Children--in the Ten Years since the International Year of the Child. A Review of NGO/UN Action for Children 1979-1989, Commissioned by the NGO Committee on UNICEF.
71p. 1mf. L1 ED 319 478

North Alabama Univ., Florence.
Comparing Computer-Related Stress to Computerphobia.
9p. 1mf. L1 ED 318 986

North Carolina State Dept. of Human Resources, Raleigh. Div. of Mental Health, Mental Retardation and Substance Abuse Services.
Magistrates' Survey. 1988 Follow-Up: Analysis of Results. Report to the Governor's Task Force on Domestic Violence.
27p. 1mf. L1 ED 318 975

North Carolina State Dept. of Human Resources, Raleigh. Office for Children and the Family.
Substance Use among Pregnant Women: The Report of the Task Force for the Prevention of Substance Use among Pregnant Women.
51p. 1mf. L1 ED 318 976

North Carolina State Dept. of Public Instruction, Raleigh.
Lesson Plans for Teaching Young Adult Literature.
108p. 2mf. L1 ED 319 063
Passport: Technology To Help the Middle Grades Second Languages Teachers.
104p. 2mf. L1 ED 319 243

North Carolina State Dept. of Public Instruction, Raleigh. Media and Technology Services.
SAT Preparation: Selected Resources.
46p. 1mf. L1 ED 319 809

North Carolina State Joint Legislative Commission on Governmental Operations, Raleigh.
Evaluation of North Carolina's School Career Development Pilot Program: A Report of an Outside Evaluation.
335p. 4mf. L1 ED 319 746

North Carolina Univ., Chapel Hill. Carolina Inst. for Child and Family Policy.
Generation of Policy Options: The Family.
37p. 1mf. L1 ED 319 168
Physician Involvement in Planning for P.L. 99-457 Part H: Interagency Coordinating Council Roles and System Planning Issues.
47p. 1mf. L1 ED 319 170
States' Progress Related to Fourteen Components of PL 99-457, Part H.
50p. 1mf. L1 ED 319 169

North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
Directory of Selected Early Childhood Programs, 1989-1990.
295p. 4mf. L1 ED 319 183

North Central Reading Association, St. Paul, Minn.
College and Adult Reading IX: The Ninth Yearbook of the North Central Reading Association.
217p. 3mf. L1 ED 318 992
College and Adult Reading VII: The Seventh Yearbook of the North Central Reading Association.
171p. 2mf. L1 ED 318 990
College and Adult Reading VIII: The Eighth Yearbook of the North Central Reading Association.
274p. 3mf. L1 ED 318 991
College and Adult Reading X: The Tenth Yearbook of the North Central Reading Association.
225p. 3mf. L1 ED 318 993
College and Adult Reading XI: The Eleventh Yearbook of the North Central Reading Association.
173p. 2mf. L1 ED 318 994
College and Adult Reading XII: The Twelfth Yearbook of the North Central Reading Association.
189p. 2mf. L1 ED 318 995
College and Adult Reading XIII: The Thirteenth Yearbook of the North Central Reading Association.
265p. 3mf. L1 ED 318 996
College and Adult Reading XIV: The Fourteenth Yearbook of the North Central Reading Association.
195p. 3mf. L1 ED 318 997

North Central Regional Educational Lab., Elmhurst, IL.
College Attendance Patterns of Rural Youth: Results from Iowa's Class of 1983. One in a Series of Reports in NCREL's Rural Education Program.
52p. 1mf. L1 ED 319 557
Early Employment Experiences of Rural Youth: Early Results from Iowa's Class of 1983. One in a Series of Reports in NCREL's Rural Education Program.
23p. 1mf. L1 ED 319 558

North Dakota State Dept. of Public Instruction, Bismarck.
Native American Curriculum: Primary, Intermediate, Junior High, High School.
184p. 2mf. L1 ED 319 548

North York Board of Education (Ontario).
Assessment of Student Progress in Special Education: Mixed-Exceptionality versus Single-Exceptionality Programs. Research Report.
77p. 1mf. L1 ED 319 223

Northeastern Univ., Boston, MA. Office of Instructional Development and Evaluation.
- Development of Materials for Use in a Comprehensive Teaching Improvement System. Final Report. 71p. 1mf. L1 ED 319 336

Northwest Regional Educational Lab., Portland, OR. Center for Sex Equity.
- Guide for Planning, Implementing, and Evaluating a Mentoring Program. Hand in Hand: Mentoring Young Women. Book 1. 114p. 2mf. L1 ED 318 971
- Ideabook for Mentors. Hand in Hand: Mentoring Young Women. Book 2. 39p. 1mf. L1 ED 318 972
- Student Career Journal. Hand in Hand: Mentoring Young Women. Book 3. 61p. 1mf. L1 ED 318 973

Northwest Regional Educational Lab., Portland, OR. Education and Work Program.
- Educating At-Risk Youth: Practical Tips for Teachers. 39p. 1mf. L1 ED 319 875

Northwest Regional Educational Lab., Portland, Oreg.
- Criteria for the Selection of Drug Abuse Prevention Curricula: A Workbook. 18p. 1mf. L1 ED 319 148
- Ideas for Integrating the Microcomputer with Instruction. 43p. 1mf. L1 ED 319 360
- New and Promising: Software Worth a Look. A MicroSIFT Survey of Educational Software Preview Center Coordinators. Volume I, No. 4. 9p. 1mf. L1 ED 319 363
- Study of Distance Education Policies in State Education Agencies. 35p. 1mf. L1 ED 319 402

Office of Educational Research and Improvement (ED), Washington, DC.
- "Remember the Ladies"--Women in the Curriculum. ERIC Digest. 4p. 1mf. L1 ED 319 652
- Accountability in Mathematics Education. ERIC/SMEAC Mathematics Digest No. 3, 1988. 4p. 1mf. L1 ED 319 628
- Activities as Instructional Tools: A Framework for Analysis and Evaluation. Occasional Paper 132. 42p. 1mf. L1 ED 319 733
- Adolescents and AIDS. ERIC Digest. 4p. 1mf. L1 ED 319 742
- At-Risk Youth in Vermont: A Resource Directory. 86p. 1mf. L1 ED 319 855
- Bibliography of Research Related to Secondary Education. 136p. 2mf. L1 ED 319 147
- Capital Outlay: A Critical Concern in Rural Education. ERIC Digest. 3p. 1mf. L1 ED 319 583
- College Attendance Patterns of Rural Youth: Results from Iowa's Class of 1983. One in a Series of Reports in NCREL's Rural Education Program. 52p. 1mf. L1 ED 319 557
- Condition of Rural Education in Kentucky: A Profile. 14p. 1mf. L1 ED 319 579
- Condition of Rural Education in Tennessee: A Profile. 13p. 1mf. L1 ED 319 578
- Condition of Rural Education in Virginia: A Profile. 15p. 1mf. L1 ED 319 577
- Condition of Rural Education in West Virginia: A Profile. 15p. 1mf. L1 ED 319 576
- Cultural Literacy and Testing. Content Assessment Project. Final Deliverable. 88p. 1mf. L1 ED 319 639
- Curriculum and Evaluation Standards for Mathematics Education. ERIC/SMEAC Mathematics Education Digest No. 1, 1990. 4p. 1mf. L1 ED 319 630
- Designing Programs for New Teachers: The California Experience. 127p. 2mf. L1 ED 319 145
- Directory of Organizations and Programs in Rural Education. 73p. 1mf. L1 ED 319 584
- Drawing Marginal Learners into the Big Picture. 54p. 1mf. L1 ED 319 193
- Early Employment Experiences of Rural Youth: Early Results from Iowa's Class of 1983. One in a Series of Reports in NCREL's Rural Education Program. 23p. 1mf. L1 ED 319 558
- Educating At-Risk Youth: Practical Tips for Teachers. 39p. 1mf. L1 ED 319 875
- Educating Undocumented Children: A Review of Practices and Policies. A Trends and Issues Paper. 51p. 1mf. L1 ED 319 585
- Enriching the Compensatory Education Curriculum for Disadvantaged Students. ERIC/CUE Digest No. 61. 4p. 1mf. L1 ED 319 876
- ERIC/EECE Digests Related to the Education and Care of Children from Birth through 12 Years of Age. 72p. 1mf. L1 ED 319 537
- Got the Education Beat? Use ERIC! A Journalist's Handbook about the Educational Resources Information Center (ERIC). 27p. 1mf. L1 ED 319 582
- Historical Shifts in the Use of Analogy in Science. Technical Report No. 498. 36p. 1mf. L1 ED 318 987
- Ideas for Integrating the Microcomputer with Instruction. 43p. 1mf. L1 ED 319 360
- Instructional Discourse and Student Engagement. 35p. 1mf. L1 ED 319 780
- Job-Related Basic Skills. ERIC Digest No. 94. 3p. 1mf. L1 ED 318 912
- Jobs in the Future. ERIC Digest No. 95. 3p. 1mf. L1 ED 318 913
- Language Arts for Gifted Middle School Students. Teaching Resources in the ERIC Database (TRIED) Series. 84p. 1mf. L1 ED 319 046
- Lekotek Center. Check This Out Series. 4p. 1mf. L1 ED 319 409
- Library and Information Services for Democracy. A Select ERIC Bibliography Prepared on a Theme of the 1991 White House Conference on Library and Information Services. ERIC/IR Mini-Bib. 4p. 1mf. L1 ED 319 414
- Linking Schools with Human Service Agencies. ERIC/CUE Digest No. 62. 4p. 1mf. L1 ED 319 877
- Locating Vocational Education Curricula. ERIC Digest No. 97. 3p. 1mf. L1 ED 318 915
- Making Education Work for Mexican-Americans: Promising Community Practices. ERIC Digest. 3p. 1mf. L1 ED 319 580
- Making Sense of School Budgets: A Citizen's Guide to Local Public Education Spending. 53p. 1mf. L1 ED 319 094
- Minorities and Women in Educational Administration. 17p. 1mf. L1 ED 319 110
- New and Promising: Software Worth a Look. A MicroSIFT Survey of Educational Software Preview Center Coordinators. Volume I, No. 4. 9p. 1mf. L1 ED 319 363
- Readings about Children and Youth with Learning Disabilities. ERIC MiniBib #E465. 3p. 1mf. L1 ED 319 179
- Recent Developments in College Level Environmental Studies Courses and Programs. ERIC/SMEAC Environmental Education Digest No. 2, 1988. 4p. 1mf. L1 ED 319 629
- Reflections on Collaboration in the Office of Educational Research and Improvement. Background Paper. 19p. 1mf. L1 ED 319 401
- Relationship between Chapter 1 and Special Education Services for Mildly Handicapped Students: A Substudy of the National Assessment of Chapter 1. 95p. 1mf. L1 ED 319 186
- Resources in Education (RIE). Volume 25, Number 10. p. mf. L2 ED 318 839
- Right To Read: Censorship in the School Library. ERIC Digest. 4p. 1mf. L1 ED 319 067
- Selected Speeches, Addresses, Remarks, and Testimony of the Assistant Secretary of Education for Educational Research and Improvement, October 23-December 11, 1989. 89p. 1mf. L1 ED 319 108
- Staff Development for Higher Order Thinking: A Synthesis of Practical Wisdom. 26p. 1mf. L1 ED 319 728
- Student as Commuter: Developing a Comprehensive Institutional Response. ASHE-ERIC Report No. 7. 118p. 2mf. L1 ED 319 298
- Student as Commuter: Developing a Comprehensive Institutional Response. ERIC Digest. 3p. 1mf. L1 ED 319 297
- Supporting Emergent Literacy among Young American Indian Students. 3p. 1mf. L1 ED 319 581
- Teaching about Australia. ERIC Digest. 4p. 1mf. L1 ED 319 651
- Tips for Teaching Marginal Learners. 22p. 1mf. L1 ED 319 192
- Validity of Alternative Measurement Procedures for Assessing Mathematical Problem-Solving Processes and Performance. 35p. 1mf. L1 ED 319 781
- Value of Ideas: The Immersion Approach to the Development of Thinking. Elementary Subjects Center Series No. 20. 34p. 1mf. L1 ED 319 506
- Vermont Lighthouse School District Project: Comprehensive Planning for At-Risk Youth. 25p. 1mf. L1 ED 319 854
- Vocational Education Performance Standards. ERIC Digest No. 96. 3p. 1mf. L1 ED 318 914

Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
- Characteristics of Migrant Secondary Students: Outreach Meeting Report (1st, Silver Bay, New York, October 24-26, 1988). 18p. 1mf. L1 ED 319 550
- Current Practices: Future Directions. Outreach Meeting Report (3rd, Portland, Oregon, May 3, 1989). 15p. 1mf. L1 ED 319 551
- Directory of Programs: High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP). 21p. 1mf. L1 ED 319 545
- Exploring Mobility Issues. Outreach Meeting Report (2nd, McAllen, Texas, November 14-15, 1988). 19p. 1mf. L1 ED 319 552
- Migrant Education, Interstate Secondary Credit Accrual and Acceptance Manual: Practical Guidelines for School Personnel Serving Migrant Secondary Students. 174p. 2mf. L1 ED 319 546
- On the Move: Migrant Education 1987-88. 21p. 1mf. L1 ED 319 571

Office of Naval Research, Arlington, Va.
- Historical Shifts in th Use of Analogy in Science. Technical Report No. 498. 36p. 1mf. L1 ED 318 987
- Reasoning and Comprehension Processes of Linguistic Minority Persons Learning from Text. 136p. 2mf. L1 ED 319 230
- What One Intelligence Test Measures: A Theoretical Account of the Processing in the Raven Progressive Matrices Test. 79p. 1mf. L1 ED 319 811

Office of Personnel Management, Atlanta, GA. Atlanta Region.
- Southeast's 21st Challenge...The Need To Build a Quality Workforce. 71p. 1mf. L1 ED 318 871

Office of Special Education and Rehabilitative Services (ED), Washington, DC.
- Assessing Student Performance: The Effect of Procedural Contrast between Training and Probe Conditions. 36p. 1mf. L1 ED 319 214
- Effects of Parent Training on the Behavior Problems in the Home of Preschool Handicapped Children. 55p. 1mf. L1 ED 319 216
- Tangible Symbol Systems: Symbolic Communication for Individuals with Multisensory Impairments. 68p. 1mf. L2 ED 319 154

Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
- Student Self-Management To Increase On-Task Behavior, Research Brief for Teachers T3. 3p. 1mf. L1 ED 319 227

Office of Vocational and Adult Education (ED), Washington, DC.
- Evaluation Guide for Bilingual Vocational Training. 103p. 2mf. L1 ED 319 244
- Proceedings for Forum on Integrating Occupational and Academic Education. 28p. 1mf. L1 ED 318 869
- 1990 Agenda for the National Center for Research in Vocational Education. 43p. 1mf. L2 ED 318 870

Ohio State Dept. of Education, Columbus. Div. of Federal Assistance.
- Chapter 1 in Ohio: Elementary and Secondary Education Act. 24th Annual Evaluation Report, Fiscal 1989. 33p. 1mf. L1 ED 319 488

Ohio State Univ., Columbus. Great Lakes Area Regional Center.
- Staff to Student Ratios: Class Size/Caseload. Volumes 1, 2, and 3. 1180p. 13mf. L1 ED 319 205

Oklahoma State Dept. of Education, Oklahoma City. Div. of Special Education.
- Guidelines for Special Education Paraprofessionals in Oklahoma. 179p. 2mf. L2 ED 319 221
- Oklahoma State Plan, FY 88-90: Part B of the Education of the Handicapped Act as amended by Public Law 94-142. 516p. 6mf. L1 ED 319 219
- Policies and Procedures Manual for Special Education in Oklahoma. 117p. 2mf. L1 ED 319 220

Older Women's League, Washington, DC.
- Heading for Hardship: Retirement Income for American Women in the Next Century. Mother's Day Report 1990. 13p. 1mf. L1 ED 318 908
- Health Care Financing and Midlife Women: A Sick System. Gray Paper. 14p. 1mf. L1 ED 318 904
- Older Women and Pensions: Catch 22. Gray Paper. 20p. 1mf. L1 ED 318 903
- Picture of Health for Midlife and Older Women in America. Mother's Day Report 1987. 13p. 1mf. L1 ED 318 906
- Report on the Status of Midlife and Older Women in America. Mother's Day Report 1986. 9p. 1mf. L1 ED 318 905
- Road to Poverty: A Report on the Economic Status of Midlife and Older Women in America. Mother's Day Report 1988. 13p. 1mf. L1 ED 318 907
- Womanly World of Long Term Care: The Plight of the Long Term Care Worker. Gray Paper. 16p. 1mf. L1 ED 318 902

Ontario Dept. of Education, Toronto.
- Teacher Education in Ontario: Current Practice and Options for the Future. 126p. 2mf. L1 ED 319 697

Ontario Ministry of Colleges and Universities, Toronto.
- Teacher Education in Ontario: Current Practice and Options for the Future. 126p. 2mf. L1 ED 319 697

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
- Bibliography of the Use of Video-Cassettes as a Teaching Medium in Higher Education. 59p. 1mf. L1 ED 319 395

Oregon School Study Council, Eugene.
- Teaching Gifted Kindergarten and Primary Children in the Regular Classroom. Meeting the Mandate. OSSC Bulletin Special Issue. 128p. 2mf. L1 ED 319 125

Oregon State Dept. of Higher Education, Eugene. Teaching Research Div.
- Tangible Symbol Systems: Symbolic Communication for Individuals with Multisensory Impairments. 68p. 1mf. L2 ED 319 154

Oregon State System of Higher Education, Eugene.
- Industry/Postsecondary Education Partnership for Faculty Development. 45p. 1mf. L1 ED 319 338

Peace Corps, Washington, D.C.
- Peace Corps Programming and Training System Manual. Training Manual T0054. 333p. 4mf. L1 ED 318 881

Pennsylvania Coll. of Technology, Williamsport.
- 1990-1993 Long Range Plan: Pennsylvania College of Technology. 66p. 1mf. L1 ED 319 470

Pennsylvania State Council on Vocational Education, Harrisburg.
- Pennsylvania Council on Vocational Education 20th Annual Report. 48p. 1mf. L1 ED 318 883

Pennsylvania State Dept. of Education, Harrisburg.
- Colleges and Universities: Teachers Prepared 1987-88. 21p. 1mf. L1 ED 319 704

Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
- Pennsylvania Department of Education Honors Outstanding Adult Students in Success Stories, 1990: Rise to the Challenge. 28p. 1mf. L1 ED 318 864

Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic Education.
- Using Curriculum Based Measures To Identify and Monitor Progress in an Adult Basic Education Program. Final Report. 156p. 2mf. L1 ED 318 910

Pennsylvania State Univ., University Park.
- Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #1. 107p. 2mf. L1 ED 319 299
- Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #2. 90p. 1mf. L1 ED 319 300
- Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #3. 46p. 1mf. L1 ED 319 301
- Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #4. 119p. 2mf. L1 ED 319 302
- Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Recommendation Package #5. 161p. 2mf. L1 ED 319 303
- Strategic Study Group on the Status of Women: Report to the President and the Commission for Women--Final Report. 58p. 1mf. L1 ED 319 304

Pennsylvania State Univ., University Park. Coll. of Education.
- Graduate Student Handbook. 63p. 1mf. L1 ED 319 274

Pennsylvania State Univ., University Park. Div. of Undergraduate Studies.
- Identification of Student Characteristics That Predict Persistence and Success in an Engineering College at the End of the Sophomore Year: Informing the Practice of Academic Advising. 56p. 1mf. L1 ED 319 355

Pennsylvania Univ., Philadelphia.
- Master of Arts and Professional Studies Program. 29p. 1mf. L1 ED 319 337

Phi Delta Kappa Research Foundation, Bloomington, Ind.
- Simultaneous Replication: A Technique for Large-Scale Research. 24p. 1mf. L1 ED 319 799

Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.
- Academic Performance of PVCC Transfers to Virginia Public Senior Institutions of Higher Education (1988-89). 31p. 1mf. L1 ED 319 420

Pioneer Library System, Norman, OK.
- Opening Our Doors: Taking Public Library Service to Preschool and Day-Care Facilities. 28p. 1mf. L1 ED 319 521

Pittsburgh Public Schools, Pa.
- Collaborative Intervention Approaches for At-Risk Youth: The Pittsburgh Experience. 28p. 1mf. L1 ED 319 816

Pittsburgh Univ., Pa.
- Using Curriculum Based Measures To Identify and Monitor Progress in an Adult Basic Education Program. Final Report. 156p. 2mf. L1 ED 318 910

Pittsburgh Univ., Pa. Learning Research and Development Center.
- Review of Research on School Desegregation's Impact on Black Americans. 78p. 1mf. L1 ED 319 826

Policy Studies Associates, Inc., Washington, DC.
- Review of Information on Institutionalized Youths and the ECIA Chapter I Neglected or Delinquent Program. 53p. 1mf. L1 ED 319 838

Polk County Board of Public Instruction, Bartow, Fla.
- Troubleshooting Micro's. 13p. 1mf. L1 ED 319 365
- Troubleshooting Microcomputers. A Technical Guide for Polk County Schools. 97p. 2mf. L1 ED 319 364

President's Committee on Employment of the Handicapped, Washington, D.C.
- Annual Report to Membership, 1987. The President's Committee on Employment of the Handicapped. 38p. 1mf. L1 ED 319 164
- Annual Report 1987-1988. The President's Committee on Employment of the Handicapped. 30p. 1mf. L1 ED 319 165
- Fiscal Year 1988 Report. The President's Committee on Employment of People with Disabilities. 13p. 1mf. L1 ED 319 166

Prince George's Community Coll., Largo, MD. Office of Institutional Research and Analysis.
- Community College Transfers to Maryland Four-Year Institutions. Research Brief RB90-11. 22p. 1mf. L1 ED 319 449

Professional Secretaries International, Kansas City, MO.
- Directory of Colleges and Universities Granting Credits for Attainment of Rating as Certified Professional Secretary. 13p. 1mf. L1 ED 318 909

Rancho Santiago Community Coll., Santa Ana, Calif.
- Projected Future Costs of AB123. 27p. 1mf. L1 ED 319 422

Regina Univ. (Saskatchewan). Faculty of Education.
- Developmental Theories and Instructional Strategies: A Summary Paper. SIDRU Research Report No. 5. 131p. 2mf. L2 ED 319 482

Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
- At-Risk Youth in Vermont: A Resource Directory. 86p. 1mf. L1 ED 319 855
- Vermont Lighthouse School District Project: Comprehensive Planning for At-Risk Youth. 25p. 1mf. L1 ED 319 854

Research and Service Inst., Inc., Brentwood, TN.
- Evaluation of North Carolina's School Career Development Pilot Program: A Report of an Outside Evaluation. 335p. 4mf. L1 ED 319 746

Research and Training Associates, Inc., Overland Park, KS.
- Review of Information on Institutionalized Youths and the ECIA Chapter I Neglected or Delinquent Program. 53p. 1mf. L1 ED 319 838

Research for Better Schools, Inc., Philadelphia, Pa.
- Special Education in America's Cities: A Descriptive Study. 120p. 2mf. L2 ED 319 187

Retirement Research Foundation.
- Health Care Financing and Midlife Women: A Sick System. Gray Paper. 14p. 1mf. L1 ED 318 904
- Older Women and Pensions: Catch 22. Gray Paper. 20p. 1mf. L1 ED 318 903
- Womanly World of Long Term Care: The Plight of the Long Term Care Worker. Gray Paper. 16p. 1mf. L1 ED 318 902

Rhode Island Educational Leadership Academy, Cranston.
- Professional Development for Rhode Island School Administrators. 53p. 1mf. L1 ED 319 097

RMC Research Corp., Hampton, N.H.
- Definitive Newsletter. 7p. 1mf. L1 ED 319 130

RMC Research Corp., Mountain View, Calif.
- Assessment of Laboratory Skills of Science Teachers via a Multi-Methods Approach. 19p. 1mf. L1 ED 319 762

Rochester Univ., N.Y. Graduate School of Education and Human Development.
- History of Higher Education Annual, Volume 8, 1988. 128p. 2mf. L1 ED 319 273
- History of Higher Education Annual: Volume 7, 1987. 137p. 2mf. L1 ED 319 270

Rockland Community Coll., Suffern, N.Y.
- Developmental Studies Department Special Services Project: Rockland Community College, 1988-1989. 85p. 1mf. L1 ED 319 427

Rutgers, The State Univ., Newark, NJ. Center for Community Education.
- Linking Schools & Community Services: A Practical Guide. 74p. 1mf. L1 ED 318 929
- Linking Schools & Community Services: Resource Directory. 72p. 1mf. L1 ED 318 930

Saddleback Community Coll., Mission Viejo, Calif.
- Analysis of History Course Success Based on English Eligibility. 8p. 1mf. L1 ED 319 450

Saginaw Public Schools, Mich. Dept. of Evaluation Services.
- Center for the Arts and Sciences Follow-Up Study of 1989 Graduates. 36p. 1mf. L1 ED 318 923

Saint Petersburg Junior Coll., Fla.
- FACET Report. Toward 2001: An Odyssey of Excellence. 30p. 1mf. L1 ED 319 418

Santa Clara County Office of Education, San Jose, Calif.
- Career Special Education Framework. 91p. 1mf. L1 ED 319 200
- Road Map to Transition for Young Adults with Severe Disabilities. 47p. 1mf. L1 ED 319 201

Saskatchewan Dept. of Education, Regina.
- Developmental Theories and Instructional Strategies: A Summary Paper. SIDRU Research Report No. 5. 131p. 2mf. L2 ED 319 482

Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
- Snowbirds in the Sun Belt: Older Canadians in Florida. 128p. 2mf. L1 ED 318 842

South Carolina State Coll., Orangeburg.
- Relaxation Theory for Rural Youth. Research Bulletin No. 46. 48p. 1mf. L1 ED 319 575

South Carolina State Dept. of Education, Columbia. Office of Programs for the Handicapped.
- Data Report on Programs for the Handicapped, 1988-89. 34p. 1mf. L1 ED 319 208

Southeastern Educational Improvement Lab., Research Triangle Park, NC.
- Minorities and Women in Educational Administration. 17p. 1mf. L1 ED 319 110

Southern Association on Children Under Six, Little Rock, Ark.
- Five Position Statements of the Southern Association on Children Under 6 (SACUS): (1) Employer Sponsored Child Care; (2) Developmentally Appropriate Assessment; (3) Continuity of Learning for Four-to-Seven-Year-old Children; (4) Quality Child Care; (5) Multicultural Education 41p. 1mf. L2 ED 319 493

Southern New England Telephone, New Haven, CT.
- Closing the Gap: Meeting the Small Business Training Challenge in Connecticut. 41p. 1mf. L1 ED 318 867

Southern Regional Education Board, Atlanta, Ga.
- Impact of Historically Black Institutions on the Supply of Black Teachers. 9p. 1mf. L1 ED 319 735
- Preparing More Minority Teachers: SREB States Take Action. 9p. 1mf. L1 ED 319 736

Southern Rural Development Center, Mississippi State, Miss.
- Southern Rural Development Center Annual Progress Report, 1989. SRDC Series No. 118. 17p. 1mf. L1 ED 319 561

Special Education Programs (ED/OSERS), Washington, DC.
- "Optimal Practice Inventory for the Severely Handicapped Including Deaf/Blind." Results of the Survey. 43p. 1mf. L1 ED 319 174
- "Survey of Agency Services to Persons Who Have Severe Disabilities." Results of the Survey. 20p. 1mf. L1 ED 319 175
- Advancing Technology Use: Barriers to Research Utilization. 29p. 1mf. L1 ED 319 189
- Assessing Post-School Outcomes for Students with Moderate to Severe Mental Retardation. Project Report No. 89-1. 80p. 1mf. L1 ED 319 203
- Assistive Technology Resource Directory. 73p. 1mf. L1 ED 319 191
- Directory of Selected Early Childhood Programs, 1989-1990. 295p. 4mf. L1 ED 319 183
- Guidelines for Integration of Learners with Severe Handicaps. Derived from Experiences of Indiana's Federal Statewide Systems Change Project. 135p. 2mf. L1 ED 319 173
- Secondary Transition Intervention Effectiveness: Fourth Annual Report. 145p. 2mf. L1 ED 319 222
- Technology with Low Incidence Populations: Promoting Access to Education and Learning. 50p. 1mf. L1 ED 319 190

Special Education Programs (ED/OSERS), Washington, DC. Div. of Educational Services.
- Impact of Computer-Supported Writing Instruction on the Writing Quality of Learning-Disabled Students. Final Report. 152p. 2mf. L1 ED 319 181

Speech Communication Association, Annandale, Va.
- Assessment of Basic Oral Communication Skills. A Selected, Annotated Bibliography. Second Edition. 5p. 1mf. L2 ED 319 086
- Humor in the Workplace: A Communication Tool. An Annotated Bibliography. 5p. 1mf. L2 ED 319 085

Spencer Foundation, Chicago, Ill.
- Culture and Its Artifacts in Higher Education: Their Impact on the Enrollment and Retention of African-American Students. 49p. 1mf. L1 ED 319 332
- June 1989 Grade Retention in Chicago Public Elementary Schools. Monitoring and Researching the Effects of School Reform in Chicago. 45p. 1mf. L1 ED 319 499
- Language-Independent Conceptual "Bugs" in Novice Programming. Technical Report No. 31. 14p. 1mf. L1 ED 319 373
- Logo Programming and Problem Solving. Technical Report No. 12. 10p. 1mf. L1 ED 319 371
- Retention of African-American Students: The Effects of Institutional Arrangements in Higher Education. 19p. 1mf. L1 ED 319 333

Stanford Univ., CA. Center for the Study of Families, Children, and Youth.
- Child Care Centers as Workplaces. 42p. 1mf. L1 ED 319 530
- Financing Child Care through Local Taxes: One City's Bold Attempt. 45p. 1mf. L1 ED 319 531

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
- Cost-Effectiveness of Alternative Approaches to Computer-Assisted Instruction. 81p. 1mf. L1 ED 319 357

Stanford Univ., Calif. School of Education.
- Child Care Centers as Workplaces. 42p. 1mf. L1 ED 319 530
- Financing Child Care through Local Taxes: One City's Bold Attempt. 45p. 1mf. L1 ED 319 531

State Higher Education Executive Officers Association.
- SHEEO Staffs and Organizations: A Portrait. 124p. 2mf. L1 ED 319 352
- State Priorities in Higher Education: 1990. 39p. 1mf. L1 ED 319 325

State Univ. of New York, Albany. Central Staff Office of Institutional Research.
- Non-Credit Instructional Activities January 1, 1989 through June 30, 1989 with Trend Information from 1983. 582p. 7mf. L1 ED 319 326

State Univ. of New York, Albany. Nelson A. Rockefeller Inst. of Government.
- Nelson Rockefeller and the Politics of Higher Education in New York State. 29p. 1mf. L1 ED 319 271

State Univ. of New York, Buffalo.
- Improving Middle Schools in Boston: A Report on Boston Compact and School District Initiatives. 86p. 1mf. L1 ED 319 842

State Univ. of New York, Geneseo. Coll. at Geneseo. Migrant Center.
- Characteristics of Migrant Secondary Students: Outreach Meeting Report (1st, Silver Bay, New York, October 24-26, 1988). 18p. 1mf. L1 ED 319 550
- Current Practices: Future Directions. Outreach Meeting Report (3rd, Portland, Oregon, May 3, 1989). 15p. 1mf. L1 ED 319 551
- Directory of Programs: High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP). 21p. 1mf. L1 ED 319 545
- Exploring Mobility Issues. Outreach Meeting Report (2nd, McAllen, Texas, November 14-15, 1988). 19p. 1mf. L1 ED 319 552

State Univ., of New York, Plattsburgh. Coll. at Plattsburgh. Center for the Study of Canada.
- Canada Connection in American History: A Guide for Teachers. 244p. 3mf. L2 ED 319 638

Stockholm Univ. (Sweden). Inst. of Education.
- Foundations of Communication: A Theoretical Approach to Imitation, Intermodality and Suggestion in the Child's Early Communicative Actions. Research Bulletin, Vol. XII:III. 36p. 1mf. L2 ED 319 079

Tacoma School District 10, Wash.
- Student Guide for Vocational Planning. 28p. 1mf. L1 ED 318 863

Tennessee Univ., Knoxville. Learning Research Center.
- Characteristics of "Established" Students: A Descriptive Study of Married 30-50 Year Old Reentry Students. Teaching Learning Issues No. 67. 20p. 1mf. L1 ED 318 882

Texas Higher Education Coordinating Board, Austin.
- Statistical Supplement to the Annual Status Report on Texas Community Junior Colleges and Technical Institutes, 1989. Fiscal Year 1989, September 1, 1988-August 31, 1989. 108p. 2mf. L1 ED 319 417

Texas Univ., Austin. Hogg Foundation for Mental Health.
- Ward Doesn't Live Here Anymore. 15p. 1mf. L2 ED 318 956

Tidewater Community Coll., Portsmouth, VA.
- Integrating Skills into the Teaching of World Civilization. 8p. 1mf. L1 ED 319 453

Tomas Rivera Center, Claremont, CA.
- New Information Technology and the Education of Hispanics. The Promise and the Dilemma. Policy Pamphlet Series No. 1. 40p. 1mf. L2 ED 319 399

Toronto Board of Education (Ontario). Continuing Education Dept.
- Guide to Resources for ESL Literacy Facilitators. 21p. 1mf. L1 ED 319 268

Toronto Univ. (Ontario).
- Snowbirds in the Sun Belt: Older Canadians in Florida. 128p. 2mf. L1 ED 318 842

Travelers Insurance Companies, Hartford, CT.
- Closing the Gap: Meeting the Small Business Training Challenge in Connecticut. 41p. 1mf. L1 ED 318 867

United Methodist Board of Higher Education and Ministry, Nashville, Tenn.
- Rear Guard on the Escalator: The Struggle To Protect the Liberal Arts Core in Higher Education. Occasional Papers, No. 80. 13p. 1mf. L1 ED 319 272

United Nations Children's Fund, Geneva (Switzerland).
- Nutrition Learning Packages. 177p. 2mf. L2 ED 319 723

United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.
- Content of General Education in Relation to Occupational Training. Country Experiences. 72p. 1mf. L2 ED 318 884
- Sharing Innovative Strategies for Self-Learning Materials. A Monograph. 65p. 1mf. L2 ED 318 885

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Comparative Study on Criteria and Procedures for the Evaluation of Educational Software. Summary.
8p. 1mf. L1 ED 319 358

Educating Handicapped Young People in Eastern and Southern Africa in 1981-83.
157p. 2mf. L2 ED 319 218

United Negro College Fund, Inc., New York, N.Y.

Improving College Management. An Integrated Systems Approach.
594p. mf. L3 ED 319 282

Urban Inst., Washington, D.C.

Characteristics of the National School Lunch and School Breakfast Program Participation.
54p. 1mf. L2 ED 319 847

Financing Human Capital.
57p. 1mf. L2 ED 319 862

Industrial Change and Black Men's Relative Earnings: Final Report.
54p. 1mf. L2 ED 319 861

Metropolitan Housing Opportunities for Poor and Working Class Minorities.
56p. 1mf. L2 ED 319 846

Vermont Inst. of Natural Science, Woodstock.

Wast Away--Information and Activities for Investigating Trash Problems and Solutions for Upper Elementary and Junior High School Students.
133p. 2mf. L1 ED 319 620

Vermont State Dept. of Education, Montpelier.

At-Risk Youth in Vermont: A Resource Directory.
86p. 1mf. L1 ED 319 855

Vermont Lighthouse School District Project: Comprehensive Planning for At-Risk Youth.
25p. 1mf. L1 ED 319 854

Wast Away--Information and Activities for Investigating Trash Problems and Solutions for Upper Elementary and Junior High School Students.
133p. 2mf. L1 ED 319 620

Virginia State Dept. of Community Colleges, Richmond.

Virginia Community Colleges Transfers to In-State Public Four-Year Colleges and Universities: Data Exchange and Analysis Context.
70p. 1mf. L1 ED 319 459

Virginia State Dept. of Information Technology, Richmond.

Virginia Telemedia Systems for Administrative, Training and Educational Uses.
65p. 1mf. L1 ED 319 388

Washington Office of the State Superintendent of Public Instruction, Olympia.

Substance Abuse and the American Indian.
64p. 1mf. L1 ED 319 563

Washington State Board for Community Coll. Education, Olympia.

Washington Community Colleges Academic Year Report, 1988-89.
77p. 1mf. L1 ED 319 426

Washington State Univ., Pullman. Center for Community Education and Economic Development.

Community Education and Economic Development: Activities in the Field and Potential New Models.
104p. 2mf. L1 ED 318 892

Primer on Entrepreneurial Education for Community Educators.
72p. 1mf. L1 ED 318 893

Wayne State Univ., Detroit, MI. Developmental Disabilities Inst.

Inclusive Education: Toward the Maximum Potential. LRE Bows to the Least Restrictive Alternative. A Bibliography and Directory.
54p. 1mf. L1 ED 319 172

Wayne State Univ., Detroit, Mich. Coll. of Education.

Inclusive Education: Toward the Maximum Potential. LRE Bows to the Least Restrictive Alternative. A Bibliography and Directory.
54p. 1mf. L1 ED 319 172

West Valley-Mission Community Coll. District, Saratoga, CA.

Drug Abuse: A Community College Response.
11p. 1mf. L1 ED 319 419

West Virginia Board of Regents, Charleston.

Statistical Profile of Two-Year College Education in West Virginia, 1987-1988.
86p. 1mf. L1 ED 319 416

Westat, Inc., Rockville, MD.

Review of Information on Institutionalized Youths and the ECIA Chapter I Neglected or Delinquent Program.
53p. 1mf. L1 ED 319 838

Western Carolina Univ., Cullowhee, NC. Counseling and Psychological Services.

Emotional Distress in College Students: Faculty Guide for Referrals.
11p. 1mf. L1 ED 318 942

Western Center for Drug-Free Schools and Communities.

Criteria for the Selection of Drug Abuse Prevention Curricula: A Workbook.
18p. 1mf. L1 ED 319 148

Substance Abuse among Juvenile Delinquents and Gang Members. Prevention Research Update Number Six, Spring 1990.
43p. 1mf. L1 ED 319 149

Wisconsin Alumni Research Foundation, Madison.

Development of Children's Writing Awareness and Performance within a Generative/Evaluative Computerized Prompting Framework.
69p. 1mf. L1 ED 319 755

Wisconsin Center for Education Research, Madison.

Staff Development for Higher Order Thinking: A Synthesis of Practical Wisdom.
26p. 1mf. L1 ED 319 728

Wisconsin State Dept. of Public Instruction, Madison. Bureau for Pupil Services.

Mobilizing Resources to Better Serve Children At-Risk. Bulletin No. 0067.
124p. 2mf. L1 ED 319 865

Wisconsin Univ., Milwaukee. Urban Research Center.

Domestic/International Field Center for Intercultural Education in Built Environment: Final Report.
41p. 1mf. L1 ED 319 340

Women's Educational Equity Act Program (ED), Washington, D.C.

Guide for Planning, Implementing, and Evaluating a Mentoring Program. Hand in Hand: Mentoring Young Women. Book 1.
114p. 2mf. L1 ED 318 971

Ideabook for Mentors. Hand in Hand: Mentoring Young Women. Book 2.
39p. 1mf. L1 ED 318 972

Student Career Journal. Hand in Hand: Mentoring Young Women. Book 3.
61p. 1mf. L1 ED 318 973

Women's Educational Equity Act Program (ED), Washington, DC.

Just What the Doctor Should Have Ordered: A Prescription for Sex-Fair School Health Services.
178p. 2mf. L1 ED 319 142

World Bank, Washington, D. C.

Education and Its Relation to Economic Growth, Poverty, and Income Distribution: Past Evidence and Further Analysis. World Bank Discussion Paper 46.
127p. 2mf. L2 ED 319 669

Willingness To Pay for Education in Developing Countries: Evidence from Rural Peru. Living Standards Measurement Study Working Paper No. 54.
59p. 1mf. L2 ED 319 668

World Health Organization, Geneva (Switzerland).

Nutrition Learning Packages.
177p. 2mf. L2 ED 319 723

World Rehabilitation Fund, Inc., New York, NY.

Aphasia Rehabilitation in Asia and the Pacific Region: Japan, China, India, Australia and New Zealand. Monograph #45.
90p. 1mf. L1 ED 319 225

From Barrier Free to Safe Environments: The New Zealand Experience. Monograph #44.
110p. 2mf. L1 ED 319 224

Prevention, The Beginning of the Rehabilitation Process: A View from New Zealand. Monograph #46.
51p. 1mf. L1 ED 319 226

York County School District 3, Rock Hill, S.C.

School-Community-Business Partnerships. Building Foundations for Dropout Prevention.
57p. 1mf. L1 ED 318 894

York Univ., North York (Ontario). Centre for the Study of Computers in Education.

On and Off Computer Writing of Eighth Grade Students Experienced in Word Processing. Technical Report 90-1.
59p. 1mf. L1 ED 319 053

70001 Training & Employment Inst., Washington, DC.

Believing Once Again: Solutions Addressing the Plight of Challenged Youth. Executive Summary.
23p. 1mf. L1 ED 319 817